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ABSTRACT

GRADES OR AGES: Kindergarten and grade 1. SUBJECT
MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The
guide has three main sections: 1) kindergarten level--listening
skills, speaking skills; 2) readiness level--listening skills,
speaking skills; and 3) level one--listening skills, speaking skills,
writing skills. The material in each section is set out in three
columns: skills, teaching procedures, and materials. The guide is
lithographed and spiral-bound with a soft cover. OBJECTIVES AND
ACTIVITIES: Some general objectives are given in the introductory
material. Detailed activities are suggested in the teaching
procedures column. INSTRUCTIONAL MATERIALS: Resource materials are
listed in each section and include books, pictures, records, films
and filmstrips, and a variety of other objects. STUDENT ASSESSMENT:
No provision is made for evaluation. (MBM)

Volume A

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

William R. Manning, Superintendent

Benjamin J. Henley, Vice Superintendent

Kindergarten Level

Readiness Level

Level One

ED054123

HANDBOOK
FOR
THE LANGUAGE ARTS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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— An Experience Report —

Louis Kornhauser, Director
Great Cities Project and the Language Arts

LuVerne C. Walker, Director of Curriculum
Washington, D.C.

1968

SP007 321

CONTENT

	Page
Foreword	i
Introduction	ii
Note to the Teacher	iii
Charts	v

KINDERGARTEN LEVEL

Listening Skills	1
Speaking Skills	45

READINESS LEVEL

Listening Skills	59
Speaking Skills	101

LEVEL ONE

Listening Skills	119
Speaking Skills	157
Writing Skills	191

.....	<i>Acknowledgments</i>
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This Handbook for the Language Arts is the outgrowth of three years of direct classroom experience with culturally disadvantaged children in grades kindergarten through third in fourteen inner-city-type schools. In two volumes (K - Level 1; Level 2 - Level 3), the Handbook for the Language Arts sets forth detailed procedures and materials to foster the teaching and learning of the critical communication skills associated with listening, speaking, and writing.

The design of the original Language Arts Project gave no responsibility to the corps of special teachers for teaching developmental reading skills. It is for this reason that reading skills are not covered in this Handbook. In spite of this, however, it will become readily apparent that the Handbook, provides unlimited opportunities for reading skills instruction and development.

The skills for which lessons have been written are those listed in the following curriculum charts: Direction Finders for Speaking and Listening (Charts I and II), Reading Skills and Mechanics of Writing (Charts I, II, and III.)

The Handbook for the Language Arts suggests the use of a variety of provocative instructional aids, materials, and references. These include a multiplicity of both print and non-print items. It is one of the long-range goals of the Curriculum Department to produce a Language Arts Instructional Kit which will contain all of the materials that are recommended and required in order to effectively teach the lessons that are presented in the Handbook.

This is a period of transition and very rapid change in education. To only produce teaching - learning materials which are useful for teachers and consistent with the particular thinking and

FOREWORD

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rapid change in edu- materials which are particular thinking and

philosophy which is "in" or fashionable at the time, seems an un- wise and inefficient practice. We believe the Handbook for the Language Arts represents sound instructional techniques and can be used in a continuous, or non-graded organization.

Language Arts is viewed as the common thread in the school curriculum providing the foundation upon which continuous pupil growth in the manipulation and appropriate application of the com- munication skills can take place. The building of language com- petence does not occur in vacuum. The skills are presented through work in the vital subject fields of mathematics, science, history, geography, art, music, and physical education as well as through literature and other facets of the language arts.

To assume that pupils from low-income neighborhoods have no communication skills is a fallacy. It will only mitigate against teacher acceptance of children and will prevent a meaningful meeting of their needs. To encourage student growth in the use of the standard dialect which is recognized by the school, the world of work and society in general, teachers are urged to accept responsibility for the following:

1. Providing a stimulating climate for learning which will foster the development of desirable and appropriate language skills.
2. Accepting, understanding, and respecting all children and the language which they bring to school.
3. Refining, enhancing, and enriching the language skills which pupils bring from home using them as a base for building efficiency and skill in reading and writing and in the use of the standard dialect.

INTRODUCTION

One of the very critical needs in education today, both at the national and the local level, is that of disseminating to classroom teachers, information, materials, lessons and techniques which have been tried in innovative projects and programs and found to be productive though not necessarily panaceas. In this connection, it is the major purpose of this curriculum Handbook to share with primary teachers citywide, insights and expertise which have been acquired by the corps of special teachers in the Language Arts Program for Culturally Disadvantaged Children. Funded in January 1961, under a grant from the Ford Foundation, it was one of nine exciting experimental projects in the United States entitled Great Cities Programs for School Improvement.

The program's main thrust is to intensify language learnings and experiences in grades kindergarten through third, for boys and girls handicapped by limited ability to communicate in the standard dialect. Its primary purpose is to develop oral and written language facility and the comprehension skills, areas in which children from low-income neighborhoods reveal a severe deficit, one which tends to impede academic progress and a satisfactory school adjustment, both immediate and long-range.

Motivation for learning is judged to be essential for children from all socio-economic levels of society. To this end, lessons have been fashioned involving the use of new and stimulating in-

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INTRODUCTION

structional materials, new machines such as Language Masters, listening stations, teletrainers and overhead projectors, the use of varied and interesting tactile and kinesthetic approaches and the employment of other dramatic techniques which foster optimum pupil involvement and participation. Though the experiences of the corps of language arts teachers from which this Handbook has been developed has been with children identified as the culturally disadvantaged, there is common agreement that most of the lessons which have been developed can be used with all children at the primary level.

This publication, unique because it is the product of an innovative program, is structured by teachers in the classroom, for teachers in the classroom. It is based upon continuous staff dialogue and interaction growing out of classroom experiences, critical evaluation and at least two preliminary drafts, in addition to staff leadership in system-wide workshops and consultation with selected school faculties.

The single most important goal of education must be that of developing positive and acceptable pupil behavior. The effectiveness of this Handbook, then, will be determined and evaluated on the basis of your ability as a teacher, to use the material presented in this guide to bring about desired behavioral changes.

NOTE TO THE TEACHER

It has been one of the major aims of the Language Arts Program, to publish a Handbook of stimulating sample language lessons for the primary level, which teachers could utilize as an integral part of their instructional program. This new publication is not designed as a curriculum in language arts, a fact which will become obvious to the reader who will see no references to the skills of reading, handwriting or spelling.

The lessons are in the areas of listening, speaking and writing; they are developed around the specific skills which are listed in the Direction Finders. There should be no thought in the minds of those who use the Handbook that the lessons which are included suggest the only ways to teach the skills. The lessons, rather, are suggestive of ways skills might be taught. Being a creative teacher, you will certainly teach them as they are written, but you will also find ways to expand, extend, adjust, adapt and modify them to more adequately meet the needs of your particular pupils.

The Language Arts Office would be delighted to receive your modifications and adaptations of the lessons in a written form which parallels that found in the Handbook. It would examine your contributions carefully and attempt to publish an annual supplement for citywide distribution giving full recognition and acknowledgment to each person whose lessons are used.

The content material in the Handbook is organized and

arranged to
use:

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The table
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Charts which
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NOTE TO THE TEACHER

arranged under three major headings for simplicity and ease of use:

- Column one - Skills
- Column two - Procedures
- Column three- Materials

The table of contents differs somewhat from the general concept of a table of contents. Listed under the three broad areas of listening, speaking and writing are the specific lessons which may be taught to develop particular skills. Teachers are encouraged to use the Handbook in conjunction with the Direction Finders Charts which have been provided. You will note that some lessons are listed in several places in the contents. This suggests that lessons may be used more than once depending on the teachers' (and pupils') purpose.

A critical need today is to find ways to individualize instruction. Many of the lessons in the Handbook can be used or modified to accomplish this purpose. The particular lessons in each section which may be used in this manner are starred with an asterisk. Most of the lessons presented require that the teacher be actively involved in the teaching - learning process. Some of these lessons may be taped by the teacher or recorded on Language Master cards for use by individual children or by a small group as independent activities. Similarly, many of the teacher-made materials may be produced in a reduced size (i.e. pocket charts and cards) for use in the individualizing process.

As teachers, you must recognize the problem we faced of suggesting that certain lessons in the Handbook belonged under only one of the three major categories of listening, speaking and writing. In reality, there is much overlapping. Many listening lessons, for example, could be listed also under speaking and vice-versa. By the same token, certain lessons under writing, such as ones which deal with ads and commercials, might have been presented under speaking. Here again, a skillful teacher will seek ways of making optimum effective use of the lessons in light of their purposes.

It is our belief that children have much to talk about and much to write about. It is the teacher's responsibility to find ways of motivating and supporting children's efforts at communicating their thoughts. In this connection, we believe children will learn how to write and how to express themselves if they are provided daily opportunities to do so. We are committed to the principal of separating the actual creative writing period from the lesson which focuses on teaching the mechanics of writing. What children write, they should have an opportunity to read, either to another child, a small group, the whole class, or another class in the building.

The motivation for learning the mechanics of punctuation, capitalization and correct spelling should grow out of a need for, and an

interest in sharing
a classroom or
classroom book.

Classrooms
given inspiration
press their thoughts.
An educator would
details and facts
an even more detailed
wrong answer sheet
teacher to phrase
fact questions, and
what they think.

It was not possible
writing rebus charts
ence charts. Gu
in a kit which was

The key person
teacher. The success
his skill, his attitude
the hope of all of
that you will find

REMINDER: ASTERISKS DENOTE SPECIFIC OPPORTUNITIES FOR INDEPENDENT STUDY

interest in sharing what has been written. This may be done through a classroom or building newspaper, an exhibit or display or in a classroom book of the creative expressions of the pupils.

Classrooms at any level should be places where pupils are given inspiration and encouragement to think, opportunities to express their thoughts and recognition and support for their efforts. An educator would be unwise to suggest that the ability to give back details and facts is unimportant. We suggest, however, that it is an even more dangerous practice to fall into the trap of the right-wrong answer syndrome. This implies a need on the part of the teacher to phrase provocative and open-ended questions along with fact questions, in order to elicit answers in which children can tell what they think.

It was not possible to include in the Handbook, guidelines for writing rebus charts, language experience charts and reading experience charts. Guidelines for these have been reproduced and are in a kit which will be provided.

The key person in the instructional process is the classroom teacher. The success or failure of any program is dependent upon his skill, his attitude, his interest and support. To this end, it is the hope of all of these persons who have worked on this Handbook that you will find it a useful and worthwhile publication.

NOTE SPECIFIC OPPORTUNITIES FOR INDIVIDUALIZING INSTRUCTION.

CHARTS

EXPERIENCE CHARTS

It is desirable that initial reading activities be successful and enjoyable. Experience Charts have been found valuable for this purpose. The earliest real reading experiences children have are generally from Reading and Language Charts. They provide a link between the child's concrete experiences and the abstract symbols of the printed page.

EXPERIENCE LANGUAGE CHART

Snappy

Snappy is our pet.
He has a hard shell.
The shell is his house.
We take care of Snappy.



I. Readiness

- A. Stimulate children to talk freely about trips, pictures, the house they are building, the garden they are making, pets in their room, etcetera.
- B. Have a discussion time to develop ideas and clarify concepts in relation to experiences.
- C. Establish a purpose for recording the experiences.

II. Recording

- A. Children to talk freely about trips, pictures, the house they are building, the garden they are making, pets in their room, etcetera.
- B. Have a discussion time to develop ideas and clarify concepts in relation to experiences.
- C. Establish a purpose for recording the experiences.
- D. Children to talk freely about trips, pictures, the house they are building, the garden they are making, pets in their room, etcetera.
- E. Have a discussion time to develop ideas and clarify concepts in relation to experiences.
- F. Establish a purpose for recording the experiences.
- G. Use charts to record experiences.

III. Reading

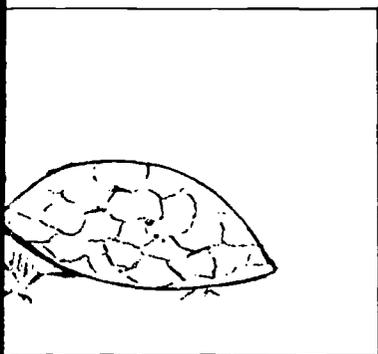
- A. Read the chart to children.
- B. Make a record of the experiences.

CHARTS

EXPERIENCE CHARTS

activities be successful and found valuable for this. Experiences children have are charts. They provide a concrete and the abstract

CHART



about trips, pictures, garden they are making,

to help ideas and clarify con-

ing the experiences.

II. Recording the Language Chart

- A. Guide the responses of the children by skillful questioning.
- B. Use children's language on the chart guiding it so that it conforms to acceptable usage.
- C. Record children's sentences on the blackboard or on chart paper.
- D. Call to the attention of children the fact that a sentence begins with a capital letter and ends with a period. (Colored chalk may be used to indicate this.)
- E. Keep the sentences short, preferably one line in length. (Where longer sentences are used, they should be broken into thought units.)
- F. Evaluate first drafts with children for composition and readability: Do the sentences belong in this story? Can the chart be improved by the use of descriptive words, action words, or surprise endings?
- G. Use any word that is within the oral vocabulary of the children as part of the recorded chart.

III. Reading the Language Chart

- A. Read the chart to the children, indicating the left to right progression.
- B. Make no attempt to establish a sight vocabulary.

- C. Ask questions. The sentences answer the questions.
(The children read as teacher indicates the left to right progression.)
 - D. Do not expect children to read these charts independently.
(A child who remembers may help.)
 - E. Do not use these charts for drill purposes.
- IV. Recording Chart on Tagboard or Chart Paper for a More Permanent Record
- A. Transfer from blackboard to chart paper or tagboard arranging sentences in sequential order.
 - B. Use children's illustrations, photographs, colorful pic-

V. U
A
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answer the questions.
indicates the left to

use charts independently.
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purposes.

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tographs, colorful pic-

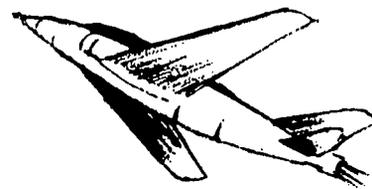
tures, or teachers' illustrations to help clarify concepts.

V. Using Experience Language Charts

- A. Reread each chart developed each day.
- B. Focus attention on certain sentences - (example:
Who can show us the sentence that says, "He has a
hard shell. "?) or on certain words - (example: Who
can show us the word "turtle"?)
- C. Use language charts for recall or review.
- D. Use language charts for any reasons for which the chart
was made.
- E. Use language charts as a basis for seatwork.

The Airplane

See the red airplane.
 The airplane can go up.
 The airplane can go down.
 See the airplane go fast.



I. Specific Objectives For Developing Reading Charts:

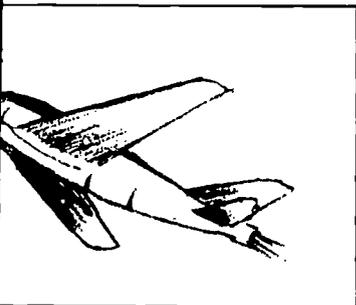
- A. To introduce reading vocabulary
- B. To fasten vocabulary
- C. To promote fluency
- D. To teach punctuation

II. Suggested Procedure:

- A. Readiness
 - 1. Have children talk freely about an experience, object or picture.
 - 2. Develop a reason for writing about it.
- B. Dictating and Writing the "Story"
 - 1. Discuss with children what they want to say first.

C.

READING CHART



Reading Charts:

out an experience, object

about it.

they want to say first.

2. Permit several children to give sentences.
3. Control vocabulary by:
 - a. Careful questioning
 - b. Helping children choose the best sentence
4. Be guided, to a large extent, by a knowledge of the vocabulary that the children will need which is found in reading books.
5. Provide for repetition of words, in order to help establish a sight vocabulary.
6. Have several children repeat chosen sentences, and teacher write exactly as dictated by children.
7. Edit and rewrite the story where necessary.
8. Make two charts of the same story.

C. Reading the Story

1. Have the entire story read by children with the teacher.
2. Ask questions and have children read:
 - a. Sentences that answer the questions.
 - b. Phrases that answer the questions.
 - c. Words that answer the questions.

D. Follow-Up

1. Ask questions to develop word attack skills.

Ex: Find a word that begins like 'red.'

Find a word that rhymes with 'a toy.'

2. Use story printed on tagboard for children to cut into sentences and phrases. III

- a. Have children match cut sentences with sentences on chart.
- b. Have children place the cut sentences on a wall rack one at a time.

- c. Rebuild the story in the rack, first by sentences, then by phrases.
- d. Develop phrase-recognition by framing, matching, or by just reading from the cards.

III. Duplication of Basic Reading Material

- A. Duplicate the story and give each child a copy.
- B. Have children put story into a book form.
- C. Permit children to illustrate the story.
- D. Add each new story so the booklet becomes, "The Reading Book" for the group.

OTHER CONSIDERATIONS FOR

- I. Suggestions for chart types which are suitable for inclusion in such a series for all grades from Kindergarten through sixth, might be:
 - A. What we want to know
 - B. What we want to see (on a trip)
 - C. What we want to find out
 - D. What we need to work with
 - E. Where we want to go
 - F. How to study
 - G. Work plans
 - H. Directions for following work plans
 - I. Progress reports
 - J. Picture words (dictionary)
 - K. Words I need - Word Meaning
 - L. Important happenings
 - M. The Weather Birds I Know, or Seasonal Changes
 - N. Colors and Numbers
 - O. Foods
 - P. Safety Rules
 - Q. News - Diary
 - R. Standards for Behavior

III.

OTHER CONSIDERATIONS FOR CHARTS

suitable for inclusion
Kindergarten through

II. Chart construction should:

- A. Be neat .
- B. Be balanced - one line sentences in the beginning and paragraph form, as pupils progress.
- C. Be illustrated. (Children's pictures from magazines or made by children) Place illustrations at the bottom or top of the story. Dictionary chart-pictures should be placed at the right.
- D. Be based on the children's needs and interests .
- E. Be child-like .
- F. Be complete in sentence structure .
- G. Be accurate and clear in ideas.
- H. Be repetitious in vocabulary .
- I. Have a title.
- J. Have one and one-half inch margin on the left-hand side of chart. (The right-hand margin should be even.)
- K. Show only complete words .

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Seasonal Changes

III. Ways of using the charts

- A. Place or hang on a chart rack.
- B. Staple or bind together and use as a book.
- C. Hang along the side of the room for continuous use and reference.

D. Staple on brown kraft paper.

E. Index charts.

IV. Value of experience charts

A. They are an outgrowth of school activities; they are composed by the children and contain their meaningful oral vocabulary.

B. They make the reading process easier because they connect what the child knows with the printed symbol.

C. They contribute to a growth in interest in reading.

D. They make reading functional from the beginning.

E. They help the child to gain a meaningful vocabulary.

ivities; they are
in their meaning-
ier because they
he printed symbol.
rest in reading.
the beginning.
ngful vocabulary.

- F. Children learn left to right progression by the teacher sliding her hand smoothly under the sentence as she reads.
- G. They help the child have a sight vocabulary that is large and rich enough to insure success when he starts to read in books.
- H. They help a child recall a meaningful experience.
- I. They are a preview to the pre-primers. Charts give something not found in reading books.
- J. They are a joy to make and the children take pride in saying, "We did it."
- K. They help children understand that reading is "just talk written down."

Kindergarten Level: Listening Skills

	Page
<u>Building and Evaluating Standards</u>	
Getting ready to listen	1
Materials to stimulate listening	2
A film — "Mother Goose Stories"	3
Evaluation of listening — "Little Miss Muffet"	4
<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary</u>	
"Little Miss Muffet"	4
"The Three Bears"	6
Vocabulary to verbalize concepts	7
Descriptions and comparisons	7
About our school trips	10
Safety objects and personnel	13
A trip to the corner	13
"Top", "middle" and "bottom"	14
An airport game	15

CONTENT

Page 1–Page 43

Kindergarten Level: Listening Skills

Page		Page
	<u>Developing Concepts and Vocabulary,</u>	
	<u>Reinforcing Vocabulary, Enriching and</u>	
	<u>Expanding Vocabulary</u>	
..... 1		
..... 2		
..... 3		
..... 4		
	About ourselves	16
	About pairs	16;18
	Dress-me dolls and patterns	16-17
	About families	18
	Role-playing Father and Mother	19
	"The Three Pigs"	20
	Homes	21
	A trip around the block	22
	Inside a dollhouse	22
	Clothes we wear	28
..... 4	Sounds we make	29
..... 6	Descriptive words, an activity with a "Touch Box"	31
..... 7	Opposites	32
..... 7	Pets, names, needs, and habits	33-35
..... 10	Specific animal characteristics	34-35
..... 13	The farm	37
..... 13	Zoo animals, descriptive words	38-39
..... 14		
..... 15		

	Page
<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary — continued</u>	
About winter	41
Direct experiences with weather	42
 <u>Following Directions</u>	
"The Three Bears"	7
An airport game	15
Language game, one-step directions	25
Sounds we make	29
A taped activity, using established and familiar vocabulary	41
 <u>Recalling Information to Answer Specific Questions</u>	
About safety objects and personnel through role-playing	14
Pairs of parts of the body	16
About families	18

Kindergarten Level: Listening Skills

Page

Page

Recalling Information to Answer
Specific Questions

Animal needs 33

Listening for Specific Information

"Little Miss Muffet" 3
 "The Three Pigs" 20
 Animal riddles 34-35
 A poem — "Good Morning" 36

Listening to Answer Specific Questions

Personal histories 26
 Clothes we wear 28-29
 Sounds we make 29
 The farm 37

41

42

7

15

25

29

41

14

16

18

Kindergarten Level: Listening Skills

Kin

	Page
<u>Determining Sequence</u>	
"The Three Bears"	10
"Top", "middle", and "bottom"	14
A picture story	27
 <u>Perceiving Relationships</u>	
Safety colors	12
Safety objects and personnel	13
Traffic lights have meaning	13
Characteristics of families	18
"The Three Pigs"	20
Inside the doll house	22
Cause and effect picture story	27
Clothes we wear	28-29
Interpreting familiar sounds	30-31
Animal adaptations	34
 <u>Developing Powers of Reasoning</u>	
Kinds of homes	21
A picture story	21;23;34

Kindergarten Level: Listening Skills

Page		Page
	<u>Forming Generalizations</u>	
..... 10	About families	18
..... 14	Responsibilities of family members.....	19-20
..... 27	Different kinds of homes	21-22
	Clothes we wear	28
	Ducks, mice, and chickens	35
	<u>Finding and Contrasting Main Ideas</u>	
..... 12		
..... 13		
..... 13	Kinds of homes	21
..... 18		
..... 20		
..... 22		
..... 27		
..... 28-29		
..... 30-31		
..... 34		
	<u>Conversing</u>	
	Using appropriate words to name familiar objects	40
	<u>Forming Conclusions</u>	
..... 21	About families	18
.. 21;23;34	A picture story	21;28

Kindergarten Level: Listening Skills

	Page
<u>Forming Conclusions -- continued</u>	
Clothes we wear	28
<u>Reviewing</u>	
Associating colors and color words	15-16
About pairs	16;18
"The Three Pigs"	20
Homes of storybook friends	23-24
Pets, their names, needs, and habits	36
More about pets	37
Following directions with established vocabulary	41
<u>Interpreting What is Seen and Heard</u>	
About the family	19
Different kinds of homes	21
Clothes we wear	28
Familiar sounds	30-31
Animal movements to music	39
Poetry and direct experiences about weather	41-42
Dramatizations, stories, and poems	43

Kindergarten Level: Listening Skills

Page		Page
	<u>Forming Visual Images</u>	
..... 28	Sounds we make	29-30
	A "touch box" game	31
	About pets, a flannel board activity	33
	 <u>Developing Habitual Use of Pattern of Standard English</u>	
.. 15-16		
.. 16;18		
..... 20		
.. 23-24	A pretend lesson using "I will", "I am"	12
..... 36	About pairs	16;18
..... 37	Descriptive words with "saw"	38
..... 41	"I have", "this is", "here is"	40
	 <u>Enjoying a Story</u>	
..... 19	"The Three Bears"	5
..... 21	"Red Light Green Light"	13
..... 28	"This Is My Family"	18
.. 30-31	"The Three Pigs"	20
..... 39	"The Snowy Day"	41
.. 41-42	"The Rooster Struts"	43
..... 43		

Kindergarten Level: Listening Skills

	Page
<u>Enjoying Poems and Rhymes</u>	
"Little Miss Muffet"	3
"One and Two"	16
"The Old Woman Who Lived in a Shoe"	23
"Peter, Peter, Pumpkin-Eater"	23
"Good Morning"	36
"The Child and the Fairies"	43
 <u>Enjoying Storytelling</u>	
A picture story	5-6;20
 <u>Enjoying a Film</u>	
"Patty Garman, Little Helper"	37
 <u>Organizing Ideas</u>	
A picture story	10;21;27

LISTENING

Build Habits And Awareness Of List

SKILLS

TEACHING PROCEDURES

Building Standards

Show a picture of Mother speaking to a child.
 Let pupils tell who is in the picture and what is happening.
 Encourage children to tell what they think Mother is saying.
 Ask children to show what helps them hear.
 Point out to children that the child is using his ears, and he
 Help children understand that looking at Mother helps the child
 what Mother is saying.
 Suggest that we can make other parts of the body help us keep
 one is saying.
 Ask pupils to listen to the poem to see if they can find out w
 be good listeners.
 Display flannel cut-outs of ears, lips, eyes, hands, and feet as
 Ask pupils to tell how their ears help them listen.
 Ask pupils how their lips can help; eyes.
 Show pupils how to sit comfortably with hands and feet still.
 we use these parts to help us listen.
 Ask pupils to help say the poem as the teacher points to i
 Make a permanent chart with reminders of listening standards
 needed.



TEACHING PROCEDURES

MATERIALS

ing to a child.
 ture and what is happening.
 they think Mother is saying.
 s them hear.
 child is using his ears, and he is also looking at Mother.
 looking at Mother helps the child to think carefully about
 parts of the body help us keep our minds on what some-
 em to see if they can find out what other parts help us to
 s. lips, eyes, hands, and feet as each is mentioned.
 s help them listen.
 elp; eyes.
 tably with hands and feet still, and tell pupils this is how
 s listen.
 oem as the teacher points to items on the flannel board.
 eminders of listening standards for quick reference when

Picture:
 child looking at Mother
 Collection of pictures which can be
 used to illustrate good listening

Flannel cut-outs of
 ears
 lips
 eyes
 hands
 feet

Flannel board

Poem:
 Your ears were made for
 listening,
 But other parts help you.
 Your lips closed tight
 Your eyes open bright
 Keep hands and feet still, too.

Charlean Haywood
 Language Arts Teacher
 D. C. Public Schools

Listening Helpers



SKILLS	TEACHING PROCEDURE
Developing Good Listening Habits	Use films, rhymes, poems, and stories to stimulate pupils.



TEACHING PROCEDURES

MATERIALS

ems, and stories to stimulate pupils to want to listen.

Nursery Rhymes:

Refer to:

Arbuthnot, May Hill, editor.
Time for Poetry. Fair Lawn,
New Jersey: Scott, Foresman
and Co., 1961. pp. 125, 126.

Stories:

Refer to:

Arbuthnot, May Hill, editor.
Time for Fairy Tales. New York:
Scott, Foresman and Co. 1952.
pp. 8-11, 70.

Public Schools of the District of
Columbia. Catalogue of Audio-
Visual Materials. Washington,
D. C.: Board of Education, 1964.

Films:

635 Mother Goose Stories

802 Millions of Cats

798 Make Way for Ducklings

Filmstrips:

525 Little Red Hen

827 Three Billy Goats Gruff

1422 Mike Mulligan and His
Steam Shovel



SKILLS	TEACHING PROCEDURES
<p>Enjoying a Film</p>	<p>Use a film: <u>Mother Goose Stories</u>.</p> <p>Show a large cut-out of Mother Goose with her goose. Tell pupils that Mother Goose comes to bring tales for the children. Tell pupils that they will hear four Mother Goose stories. Show cut-outs of a dog, an egg, and a spider. Have pupils identify cut-outs. Show a cut-out of a tart and explain what it is. Suggest that pupils listen carefully to the four stories and identify the object associated with each object. Show the film, <u>Mother Goose Stories</u>, and read its account. Allow pupils to tell which story they enjoyed most and the one they thought was the best. Name one of the stories. Have a child select the object or animal which was found in the story. Encourage the child to tell some aspect of the story in which the object or animal played a part. Continue in the same manner with the other stories.</p>
<p>Concentrating to Recall Details of a Nursery Rhyme.</p>	<p>Use "Little Miss Muffet."</p> <p>Set the stage for listening. Say: "Today we are going to listen to a rhyme." Allow several children to share rhymes which they know. Place a picture of a little girl on the flannel board. Encourage pupils to listen to find out what happened to her.</p>

TEACHING PROCEDURES	MATERIALS
<p>es.</p> <p>er Goose with her goose. e comes to bring tales for them to enjoy. r four Mother Goose stories. gg, and a spider.</p> <p>explain what it is. arefully to the four stories in order to learn more about e <u>Stories</u>, and read its accompanying text. ory they enjoyed most and the part in the story they liked</p> <p>ct or animal which was found in the story. some aspect of the story in which the object or animal</p> <p>r with the other stories.</p> <p>ng to listen to a rhyme." o share rhymes which they know. e girl on the flannel board. en to find out what happened to the little girl.</p>	<p><u>Film:</u> 635 <u>Mother Goose Stories</u></p> <p>Cut-out of Mother Goose with her goose</p> <p><u>Cut-outs of</u> dog egg spider tart</p> <p>Instructo flannel board cut-outs or storybook pictures of "Little Miss Muffet"</p> <p>Flannel board</p>

SKILLS	TEACHING PROCEDURES
<p>Reinforcing Concepts Presented in a Nursery Rhyme</p>	<p>Present the rhyme, "Little Miss Muffet," using flannel board illustrations. Evaluate with such questions as:</p> <ul style="list-style-type: none"> What is the name of the little girl in the rhyme? Was there anyone else in the rhyme? What did Little Miss Muffet do first? What did she do next? Tell what else happened. How would you feel if a spider sat beside you? <p>Refer to listening chart. Ask: "How did you show that you were good listeners?"</p> <p>Use a "surprise box" containing objects from a rhyme.</p> <ul style="list-style-type: none"> Exhibit items or pictures of items described in the nursery rhyme "Little Miss Muffet," in a surprise box. Ask pupils to tell the nursery rhyme which the items suggest. Let various children look in the box to identify any object with which they are familiar. Let pupils recall how Miss Muffet used the objects. Help pupils with items for which the concepts are not clear. Allow pupils to observe and smell the curds (coagulated part) and whey of sour milk. Let pupils <u>pretend</u> to have a bowl of curds and whey. Have pupils eat <u>first curds, then the whey</u>. Have pupils tell what they are doing by having them repeat, "First curds, then the whey." <p> This will offset the tendency to say "... eating her curds away."</p>

TEACHING PROCEDURES

MATERIALS

le Miss Muffet," using flannel board illustrations.
 ons as:
 of the little girl in the rhyme?
 else in the rhyme?
 ss Muffet do first?
 ext?
 pened.
 l if a spider sat beside you?
 that you were good listeners?"

ntaining objects from a rhyme.

ctures of items described in the nursery rhyme, "Little Miss
 rprise box.
 nursery rhyme which the items suggest.
 look in the box to identify any object with which they are already

Miss Muffet used the objects.
 s for which the concepts are not clear.
 ve and smell the curds (coagulated part) and whey (watery part)

have a bowl of curds and whey.
 curds, then the whey.
 at they are doing by having them repeat, "First the curds, and

he tendency to say "... eating her curds away."

Surprise box with
 picture of Miss Muffet
 tuffet
 bowl and spoon
 curds and whey
 plastic spider on string
 book with "Little Miss Muffet"
 marked

SKILLS	TEACHING PROCEDURES
<p data-bbox="354 1042 736 1110">Reproducing Good Tonal Quality</p> <p data-bbox="354 1247 673 1283">Interpreting a Rhyme</p>	<p data-bbox="835 1042 1732 1567"> Say the rhyme, "Little Miss Muffet" for the children. Encourage the children to listen to the way the teacher's voice sounds. Use a light voice, so that each child will make his voice light. Vary speed, as suggested at the end of the rhyme, so that it is interesting. Repeat the rhyme encouraging children to join. Review enunciation of any words or phrases with which pupils have difficulty. Have pupils pretend to eat curds and whey again if words are not clear. Allow the class to repeat the rhyme with the teacher. Help pupils to speak together and keep voices light. Allow children to pantomime eating using an imaginary spoon. Encourage pupils to show Miss Muffet's surprise when she is eaten. Select one child to pantomime the rhyme while the class repeats. Guide pupils in evaluating by saying: "I know you were good." You said your words well. You kept your voices light and spoke together." Ask: "What did you see our little Miss Muffet do that showed she was surprised?" </p>
<p data-bbox="354 2049 600 2085">Enjoying a Story</p>	<p data-bbox="835 2049 1732 2246"> Use a story: "The Three Bears." Place a flannel cut-out of a bear on the flannel board. Encourage pupils to identify the animal. Ask pupils where they could see a real bear. Tell pupils that the story they are going to hear is about a bear. </p>

TEACHING PROCEDURES

MATERIALS

Miss Muffet" for the children.
 to listen to the way the teacher's voice sounds.
 at each child will make his voice light.
 ed at the end of the rhyme, so that pupils will imitate.
 raging children to join.
 ny words or phrases with which pupils need help.
 eat curds and whey again if words indicate inadequate concepts.
 at the rhyme with the teacher.
 ethod and keep voices light.
 mime eating using an imaginary spoon and bowl.
 w Miss Muffet's surprise when she saw the spider.
 omime the rhyme while the class repeats it.
 ng by saying: "I know you were good listeners because:
 rds well.
 ces light and spoke together."
 ee our little Miss Muffet do that showed she listened carefully?"

Book with the rhyme, "Little Miss Muffet"



ee Bears."
 of a bear on the flannel board.
 ntify the animal.
 ould see a real bear.
 y they are going to hear is about a bear family.

Large, colorful picture story of
 "The Three Bears"
 Flannel cut-out of a bear
 Flannel board

SKILLS	TEACHING PROCEDURES
 <p>Numerous suggestions have been made to show various skills which may be developed through use of "The Three Bears." It is not expected that all lessons necessarily will be used or needed.</p> <p>Reviewing Concepts from a Story</p>	<p>Show a picture of the three bears. Ask pupils to tell which member of the family each animal represents. Provide an opportunity for those who know the story to tell about it. Read the story. Allow pupils to express their ideas about the story. Ask: "Who visited the bears' house? What did she do first; second; third? Do you remember the words the bears said when they found the chairs; beds? How did each bear sound? How did the story end?" Discuss whether the story could really happen or whether the story is a fairy tale. Ask: "Can bears talk? Do they wear clothes or live in a house?"</p> <p>Use the story to re-evaluate listening.</p> <p>Ask: "Who was in the bear family?" Have the pupils place cut-outs on the flannel board in the proper sequence. Help pupils count the bears. Let several pupils name and count the bears independently. Proceed in like manner with the bowls of porridge, chairs, and beds. Have pupils tell what each bear said about his bowl, chair, and bed. Encourage children to make their voices sound like the bears'.</p>

TEACHING PROCEDURES

MATERIALS

of the family each animal represents.
who know the story to tell about it.

as about the story.
house?
second; third?
s the bears said when they found their porridge bowls;

ld really happen or whether the story is a make-believe
live in a house?"

tening.

ly?"
on the flannel board in the proper sequence, as listed.

unt the bears independently.
e bowls of porridge, chairs, and beds.
said about his bowl, chair, and bed.
eir voices sound like the bears'.

Flannel cut-outs of
the three bears
three bowls
three chairs
three beds
Flannel board

SKILLS

TEACHING PROCEDURES

Building Vocabulary to
Verbalize Concepts

Place cut-outs of the three bears on the blackboard ledge.
Place the three bowls, chairs, and beds in the bottom pocket of the po
Have children place the cut-out of the father bear in the top pocket of
Have children move like and repeat speeches of the father bear.
Help children use descriptive words characterizing the father bear's
ment.
Use words, such as: heavy, gruff, big, roaring; heavy, loud, stompu
Follow a similar line using the mother and baby bears.
Use words to characterize Mother Bear's voice and footsteps: ki
light, soft.
Use words to characterize Baby Bear's voice and footsteps: soft.
squeaky; running.
Check the ability to organize facts learned through listening.
Have pupils select Father Bear's bowl, chair, and bed.
Encourage children to use descriptive words and comparative phras
these: biggest, largest, bigger than, larger than, biggest of a
Proceed in like manner with cut-out objects of Mother Bear and Ba

Following Directions to
Clarify and Review
Concepts

Place three bowls of different sizes on a table.
Place a big, a medium, and a small chair in another part of the class
Use chairs to make beds in the bedroom of the three bears.
Give directions, such as:
"Walk to the bears' kitchen.
Find the biggest bowl.
Tell whose bowl it is.
Use Father Bear's voice and tell what he said."

TEACHING PROCEDURES	MATERIALS
<p>ears on the blackboard ledge. s, and beds in the bottom pocket of the pocket chart. out of the father bear in the top pocket of the chart. d repeat speeches of the father bear. ve words characterizing the father bear's speech and move-</p> <p><u>gruff, big, roaring; heavy, loud, stomping.</u> the mother and baby bears. e Mother Bear's voice and footsteps: <u>kind, sweet, gentle;</u> e Baby Bear's voice and footsteps: <u>soft, high, little, tiny,</u></p> <p>e facts learned through listening. er Bear's bowl, chair, and bed. e descriptive words and comparative phrases characterizing est, <u>bigger than, larger than, biggest of all, largest of all.</u> with cut-out objects of Mother Bear and Baby Bear.</p>	<p><u>Cut-outs of</u> three bears three bowls three chairs three beds</p> <p>Pocket chart</p>
<p>ent sizes on a table. n a small chair in another part of the classroom. the bedroom of the three bears.</p> <p>hen.</p> <p>e and tell what he said."</p>	<p><u>Three bowls</u> big medium small</p> <p>Table</p> <p><u>Nine chairs</u> three big three medium three small</p>

SKILLS

TEACHING PROCEDURES

Building Vocabulary

Go into the living room.
Find the smallest chair.
Use Baby Bear's voice, and tell what he said.

Lie in Baby Bear's bed.

Look in Baby Bear's bed, and say what Baby Bear said.

Use transparencies and an overhead projector.

Show a picture or pictures of baby bears.

Guide a discussion about the activities of the bears as indicated by asking:

How many bears do you see?

Tell what one bear is doing; the other.

What do you think is in the basket?

Use pictures and ask questions to help pupils understand the following words: plump, clumsy, playful, furry.

Ask questions which will provide an opportunity for pupils to supply answers they already know them.

Why do you think the bear is trying to open the picnic basket?

How do you think he feels?

How do you know the bears really get enough to eat?

Why do you think the bear is having such a hard time opening the basket?

What makes you think the bears are playful?

How would the bears feel if you touched them?

Let pupils feel a piece of fur to further establish the idea of "furry."

Encourage pupils to tell the kind of bear which they feel like.

Have a child pantomime being that kind of bear.

Be sure the pantomime reflects one of the new words.

ING PROCEDURES

MATERIALS

what he said.

what Baby Bear said.

projector.

by bears.

activities of the bears as indicated by the pictures by

ee?

ng; the other.

e basket?

to help pupils understand the following words: hungry,

ry.

de an opportunity for pupils to supply words if they

r is trying to open the picnic basket?

?

rs really get enough to eat?

r is having such a hard time opening the basket?

e bears are playful?

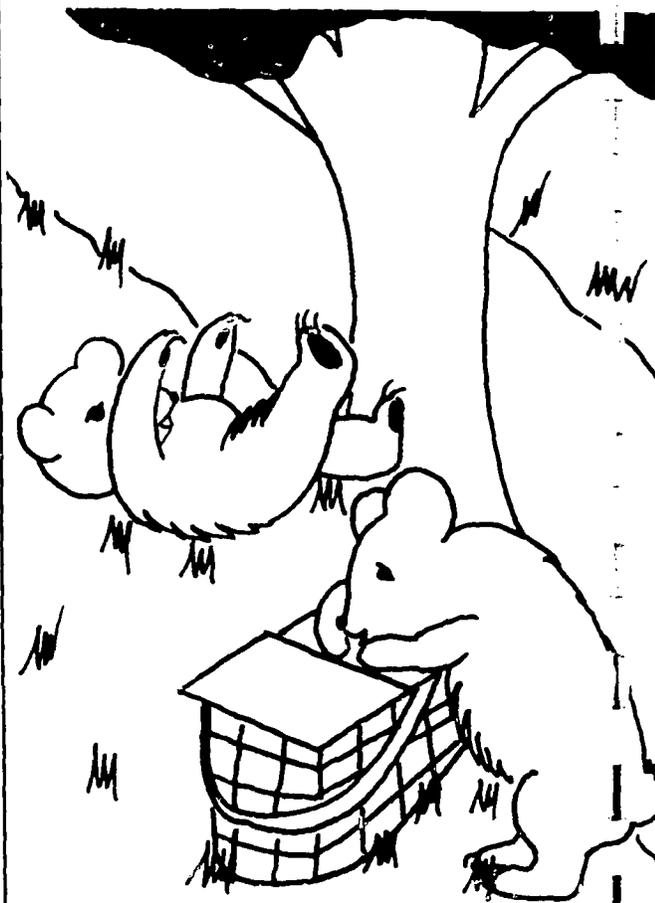
if you touched them?

further establish the idea of "furry."

d of bear which they feel like.

hat kind of bear.

e one of the new words.



- Overhead projector
- Teacher — made transparencies
- Piece of fur

SKILLS	TEACHING PROCEDURES
	<p>Show a picture of a thick forest. Associate the following words with the picture: <u>dark</u>, <u>thick</u>, <u>cool</u>.</p> <p>Let a group of taller children raise arms to pretend to be trees. Have a small child stoop down in the middle of "the forest." Use the experience to help make the terms listed above more concrete.</p> <p>Show a picture of a cottage. Use discussion to help pupils build an understanding of the words <u>small</u>, <u>quiet</u>.</p> <p>Give simple sentences which could begin the story of "The Three Bears."</p> <p>Once upon a time there were three <u>furry</u> bears. They lived in a cottage in the middle of a <u>thick</u> forest.</p> <p>Repeat the first sentence. Ask children how the bears looked. Elicit the word <u>furry</u>.</p> <p>Continue in the same way helping children to identify the words <u>cottage</u> and the forest. Guide pupils in realizing that interesting words help to make a story more interesting and colorful. Encourage pupils to listen for and use words that help make a story more interesting and colorful.</p>

TEACHING PROCEDURES

MATERIALS

st.
is with the picture: dark, thick, lonely, quiet, shady.
raise arms to pretend to be trees in the forest.
n in the middle of "the forest."
ake the terms listed above more concrete.
ils build an understanding of the words: pretty, neat,
could begin the story of "The Three Bears."
e were three furry bears. They lived in a pretty little
k forest.
oked.
helping children to identify the words that describe the
interesting words help to make a story good.
or and use words that help make stories more exciting



TEACHING PROCEDURES

MATERIALS

from the story of "The Three Bears."
Having children tell just the part each picture tells.
The whole story independently.
The part shown in the picture?
The whole story accurately?"

Children portray characters in various situations, as:
Through the woods
Baby Bear
The porridge
To identify the characters through their words and actions.
Children to act out the whole story.

- Pictures:
- bears in woods
 - Goldilocks eating porridge
 - Goldilocks near broken chair
 - Goldilocks asleep in Baby Bear's bed
 - bears looking at Baby Bear's bowl, chair, bed
 - Goldilocks running from cottage

lets and keep story line moving
to the words of others

the classroom, to the office, to the health room, where they
fl.
objects and indicate use.
her's desk. This is where she writes. See her pen, pencils,
room (closet). We hang our coats on these hooks. We place
neatly on the floor under our coats."



SKILLS	TEACHING PROCEDURES
<p data-bbox="274 1832 661 1897">Associating a Color with Its Color Word</p>	<p data-bbox="808 1037 1732 1138">Show centers in the room for work and play. Name items for pupil use found in the centers. Explain that pupils will learn more about centers as they begin.</p> <p data-bbox="808 1158 1732 1290">Give correct titles and meaningful explanations of work. Say, for example: "This is the principal Mrs. Brown. Mrs. Brown is in charge of the whole building—all of the teachers and the janitor. She helps us do our jobs."</p> <p data-bbox="1142 1321 1732 1387">"This is Mrs. _____. She helps the principal in the office. She uses this typewriter."</p> <p data-bbox="808 1454 1732 1615">Take pupils to the health room. Make comments, as: "Here is our school nurse Mrs. _____. She is like the doctor. She uses this scale to find out how tall we are. She can also tell how tall we are. See the height chart to find out how well children can grow."</p> <p data-bbox="808 1620 1732 1716">Ask the nurse to explain how and why shots are given. Allow pupils, when they return to the classroom, to discuss the equipment seen.</p> <p data-bbox="760 1796 947 1827">Use objects.</p> <p data-bbox="808 1861 1732 2056">Display a number of <u>red</u> objects. Help pupils to identify each object. Encourage pupils to speak in complete sentences. Help pupils to notice that all the objects are about the same color. Tell pupils the color of one object. Present a red box, bag, or wagon.</p>

TEACHING PROCEDURES

MATERIALS

room for work and play.
pupil use found in the centers.
will learn more about centers as they begin to use them.
and meaningful explanations of work.
"This is the principal Mrs. Brown. Mrs. Brown is in charge of the whole building—all of the teachers, all of the children. She helps us do our jobs."
"This is Mrs._____. She helps the principal do her work in the office. She uses this typewriter."
health room.
s: "Here is our school nurse Mrs._____. Mrs._____ helps the doctor. She uses this scale to find out how much we weigh. She can also tell how tall we are. Sometimes she uses this chart to find out how well children can see."
explain how and why shots are given.
they return to the classroom, to discuss persons, services, and
of red objects.
identify each object.
to speak in complete sentences.
to be that all the objects are about the same color.
color of one object.
bag, or wagon.

Red objects, such as:

ball
paper
crayons
pencils
blocks
rhythm sticks
toy car

SKILLS	TEACHING PROCEDURES
<p>Perceiving Appropriate Relationships</p>	<p>Have pupils tell its color. Ask pupils to pretend that they are going to Grandmother's house and say it is pretty. Guide the activity by saying: "I am going to Grandmother's house. I will take my red boat." Place the red boat in the red wagon, box, or bag. Play a short portion of walking music and pretend to go to Grandmother's house with the red boat. Permit pupils to speak and follow the same action placing objects in the red wagon, box, or bag. Let pupils look around the room and at their clothes to find other things that are red. Place a cut-out of something red on a color chart to help pupils identify the new color with other objects of the same color.</p> <p>Give children a piece of red crayon. Let them draw something pretty. Label the children's pictures being sure to use the color word. Allow several children to tell about their drawings. Be sure children use the new color word and speak in sentences.</p> <p> Use lessons similar to the two above to develop recognition of the color red.</p> <p>Use a story: <u>Red Light Green Light</u>.</p> <p>Show two cards—one with a red circle, and one with a green circle. Help children identify the colors on each card. Ask all children wearing something red to stand. Ask all children wearing something green to stoop.</p>

TEACHING PROCEDURES

MATERIALS

at they are going to Grandmother's to show her something
 ng:
 ndmother's house.
 l boat."
 red wagon, box, or bag.
 walking music and pretend to go to Grandmother's with the
 and follow the same action placing other red objects in the
 ag.
 e room and at their clothes to find other red things.
 ning red on a color chart to help pupils continue to associate
 er objects of the same color.
 red crayon.
 g pretty.
 ures being sure to use the color word.
 o tell about their drawings.
 new color word and speak in sentences.

toy boat
 doll's clothing
 plastic flower
 plastic apple, cherry, strawberry
 plastic tomato

Red wagon, box, or bag
 Record player and record

Red cut-out for color chart

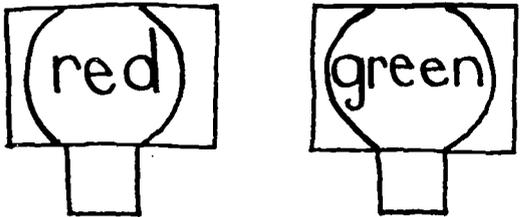
Drawing paper
 Red crayon

to the two above to develop recognition of yellow and of green.

Green Light.

h a red circle, and one with a green circle.
 e colors on each card.
 g something red to stand.
 g something green to stoop.

Cards with colored circles



SKILLS	TEACHING PROCEDURES
<p>Building Concepts and Vocabulary</p>	<p>Read <u>Red Light Green Light</u>. Have pupils listen to find out what everything did on the red light. Have children form a circle. Instruct them to march first, then skip, when green card is held up. Instruct pupils to stop when the red card is held up. Provide music to help make activity more enjoyable.</p> <p>Use objects and pictures.</p> <p>Show pictures of cars, traffic signal, patrol boy, and crossing guard. Allow pupils to tell where they may have seen persons or objects represented.</p> <p>Give children appropriate names for items. Guide discussions about how each helps us to be safe. Display a policeman's badge and cap; patrol's belt; red, yellow, and green of the traffic light; and a teacher-made crosswalk. Place the crosswalk on the floor. Pin colors of the traffic signal on a child. Permit the children to wear symbols representing the policeman. Ask pupils to tell and show where each would be found.</p> <p>Take a Trip.</p> <p>Accompany children to the corner. Have children notice when the cars stop; go. Have a patrol boy demonstrate where and how he stands. Have the patrol show when he allows pupils to cross the street. Escort pupils across the crosswalk. Let pupils tell where the traffic guard stands. Ask pupils where the policeman would be.</p>

TEACHING PROCEDURES

light.
 out what everything did on the red light; on the green light.
 role.
 first, then skip, when green card is held up.
 when the red card is held up.
 make activity more enjoyable.

traffic signal, patrol boy, and crossing guard.
 ere they may have seen persons or objects as each is pre-
 re names for items.
 how each helps us to be safe.
 badge and cap; patrol's belt; red, yellow, and green circles
 nd a teacher-made crosswalk.
 he floor.
 signal on a child.
 wear symbols representing the policeman and the patrol boy.
 ow where each would be found.

the corner.
 en the cars stop; go.
 strate where and how he stands.
 en he allows pupils to cross the street.
 e crosswalk.
 e traffic guard stands.
 iceman would be.

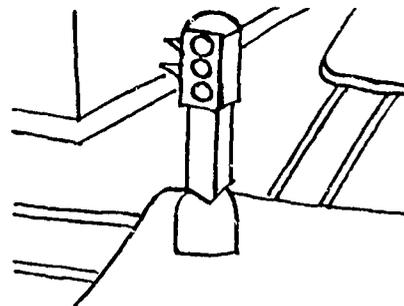
MATERIALS

MacDonald, Golden. Red Light Green Light. New York: Doubleday, 1944.

Record and record player or piano

Objects:

- policeman's badge and paper cap with removable lining
- patrol's belt
- red, yellow, and green circles for the traffic signal
- teacher-made crosswalk



Pictures:

- cars
- traffic signal
- patrol boy
- crossing guard.

SKILLS	TEACHING PROCEDURES
<p>Participating in Dramatic Play</p>	<p>Encourage each child upon return to the classroom to tell one story. Allow pupils to role-play being patrol boys, traffic lights, and a street.</p>
<p>Building Concepts for <u>Top</u>, <u>Middle</u>, and <u>Bottom</u>.</p>	<p>Give directions, such as:</p> <p>At the <u>top</u> is my head. In the <u>middle</u> is my trunk. At the <u>bottom</u> are my feet.</p> <p>Demonstrate moving hands from head to waist to toes, and permit pupils to do the same. Substitute the three words <u>top</u>, <u>middle</u>, <u>bottom</u> while continuing to move. Place a cut-out of a doll on the flannel board. Have pupils tell and find what is at the top, middle, and bottom. Place the house on the flannel board. Ask: "What is at the <u>top</u>? What is in the <u>middle</u>? What is at the <u>bottom</u>?" Follow the same procedure using the flower, ice cream, and birthday cake. Place the frame on which to build a traffic signal on the flannel board. Ask pupils to place the colors on the traffic signals near the top, middle, and bottom of the traffic frame.</p>
<p>Using Concepts for <u>Top</u>, <u>Middle</u>, and <u>Bottom</u>.</p>	<p>* Place a red, a yellow, and a green circle on the flannel board one by one. Direct pupils to find the red; yellow; green circle. Have pupils locate the circle on top; in the middle; at the bottom.</p>

PROCEDURES

MATERIALS

the classroom to tell one thing which he saw.
Boys, traffic lights, and children crossing the

Cardboard traffic signals, or red and green circles to pin on children. (see note)

Patrol belts

Teacher-made crosswalk

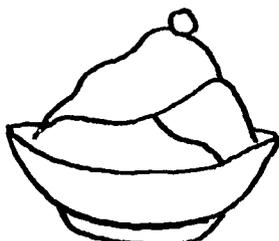


Pin one circle on back of child and one on front. The child turns to change signals.

waist to toes, and permit pupils to imitate.
bottom while continuing the same movements.
board.
top, middle, and bottom.



wer, ice cream, and birthday cake.
ic signal on the flannel board.
traffic signals near the top, in the middle, near



ne on the flannel board one under the other.
een circle.
he middle; at the bottom.

Flannel cut-outs:

doll, house, flower, ice cream,
birthday cake

Flannel traffic signal frame

Flannel circles of red, yellow, and
green

Flannel board

SKILLS	TEACHING PROCEDURES
<p>Enriching Listening Vocabulary</p> <p>Reviewing Skills in the Association of Colors and Color Words</p> <p>Matching Colors</p> <p>Following Directions</p>	<p>Have pupils paste three circles on their paper. Guide pupils in pasting the red circle at the top, the yellow circle at the middle, and the green circle at the bottom. Encourage pupils to explain what the lights mean.</p> <p>Use teacher-made devices.</p> <p>Give each child a red, green, or yellow airplane. Use an airplane to demonstrate action which pupils are to imitate.</p> <p>Say: "I am a <u>pilot</u>. I fly an <u>airplane</u>. I fly it high in the sky."</p> <p>Fly plane over head. Say: "Now I'll bring it in for a <u>landing</u>." Lower airplane for landing. Suggest that all pupils pretend to be pilots. Give directions, such as: "All pilots with red planes, fly them high in the sky. Now bring them in for a landing." Repeat directions for pilots of green and yellow planes. Place the three hangars on the chalkboard ledge. Say: "Here's a garage for the airplane. It is called a <u>hangar</u>." Have pupils tell what color each hangar is.</p> <ul style="list-style-type: none"> * Direct all girls with red airplanes to place them in the red hangar. Direct boys with red airplanes to do the same. Allow pupils with green, then yellow planes to follow the same directions. <p>Use other airplanes to introduce new colors as well as to review.</p>

TEACHING PROCEDURES

MATERIALS

...e circles on their paper.
...the red circle at the top, the yellow circle in the middle, and
...the bottom.
...plain what the lights mean.

...green, or yellow airplane.
...onstrate action which pupils are to imitate.

...sky."

...in for a landing."
...ding.

...pretend to be pilots.

...s:
...planes, fly them high in the sky.
...for a landing."

...pilots of green and yellow planes.
...s on the chalkboard ledge.

...e for the airplane.
...ngar."

...olor each hangar is.

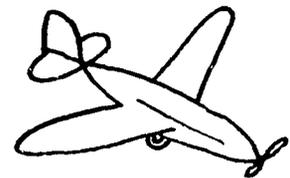
...ed airplanes to place them in the red hangar.
...airplanes to do the same.

...n, then yellow planes to follow the same procedure.

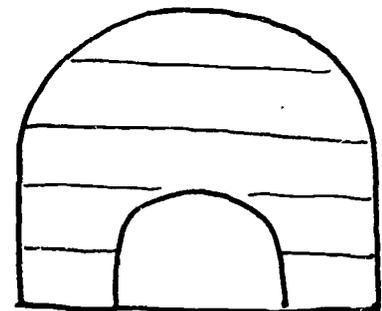
...introduce new colors as well as to review known ones.

Paper airplanes:

red
yellow
green



Pocket charts made in the shape of
hangars to match airplanes



SKILLS	TEACHING PROCEDURES
<p>Discovering ourselves</p>	<ul style="list-style-type: none"> * Give pupils swatches of paper of different colors. Show and name one color at a time. Ask pupils to show that they recognize the color by holding up naming it, also. Display "Dress-Me-Dolls." Allow pupils to insert sheets of construction paper in order to ent outfits. Ask each child, as he dresses a doll, to tell what color dress wearing. <p>Use a rhyme: "One and Two."</p> <p>Say the fingerplay "One and Two." Repeat the fingerplay permitting pupils to participate in the acti Ask pupils to recall things of which there is only one: head, nos Ask pupils to recall things of which there are two: eyes, ear shoulders. Tell pupils that we can call two things which are alike <u>a pair</u>. Set the pattern by referring to a pair of eyes. Let pupils refer to other pairs indicated in the fingerplay. Ask pupils to look at neighbors to discover other pairs. Help pupils discover arms, legs, hands, wrists, elbows, ankles, eyebrows, eyelashes.</p> <p>Use objects.</p> <ul style="list-style-type: none"> * Place pairs on a table. Allow pupils to identify objects. Ask pupils to find something for hands; feet; ears. Ask children how they would buy these things at the store. Guide pupils to use the words <u>a pair of</u>.

TEACHING PROCEDURES

MATERIALS

per of different colors.
 at a time.
 they recognize the color by holding up the proper color and
 ets of construction paper in order to dress dolls in differ-
 resses a doll, to tell what color dress or shirt the doll is

Envelopes with swatches of the colors being reviewed

A boy "Dress-Me-Doll"
 A girl "Dress-Me-Doll"
 (See instructions for making on p. 17)
 Sheets of construction paper representing the eight basic colors

Scott, Louise Binder and Thompson, J. J. Rhymes for Fingers and Flannelboards. St. Louis: Webster Publishing Co., 1960. p. 50.

nd Two."
 mitting pupils to participate in the action indicated.
 s of which there is only one: head, nose, chin, neck, chest.
 gs of which there are two: eyes, ears, feet, arms, legs,

l two things which are alike a pair.
 ng to a pair of eyes.
 pairs indicated in the fingerplay.
 bors to discover other pairs.
 s, legs, hands, wrists, elbows, ankles, knees, lips, nostrils,

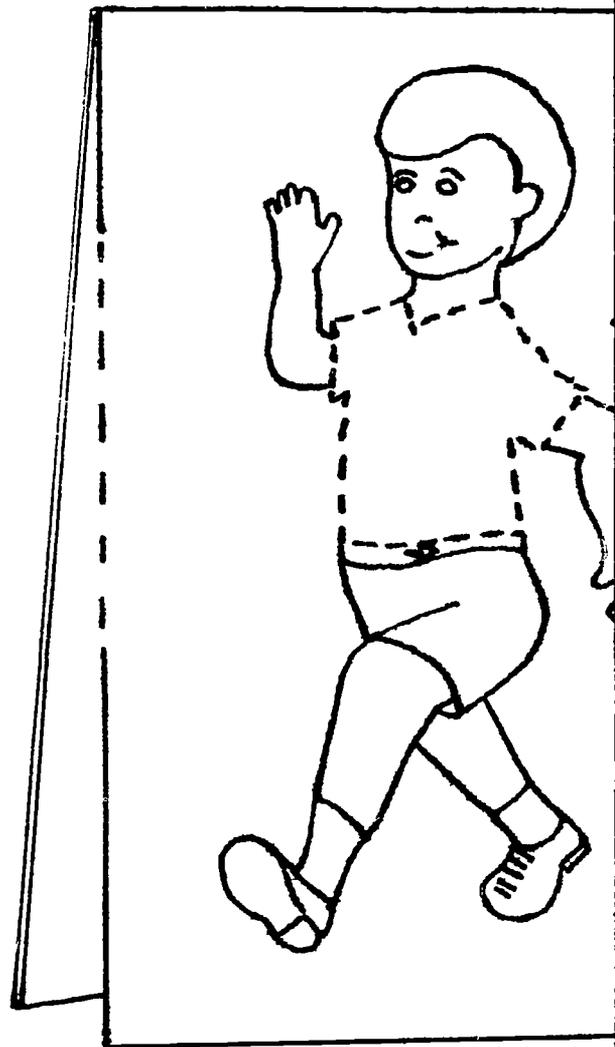
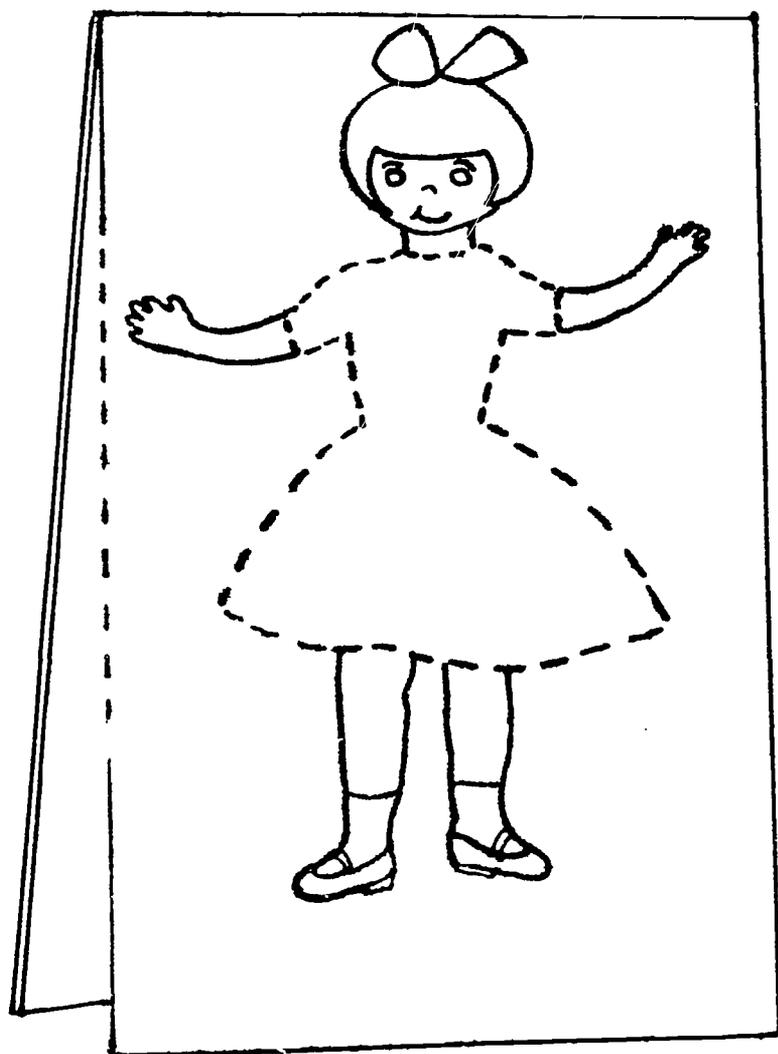
Several pairs of real or doll items:
 shoes
 stockings
 socks
 boots
 galoshes
 rubbers

jects.
 ing for hands; feet; ears.
 uld buy these things at the store.
 ords a pair of.

(continued on page 18)

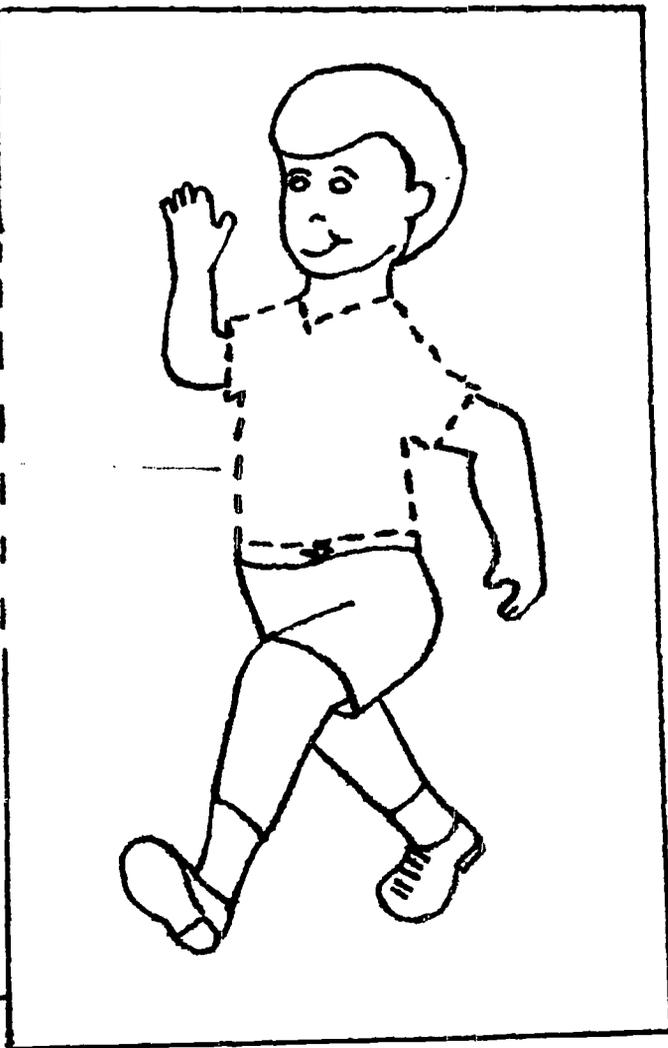
SKILLS

TEACHING PROCEDURES



Making Procedures

Materials



Materials for Dolls

- 2 sheets of heavy construction paper
- 2 sheets of cardboard
- 2 sheets of colored construction paper for insert
- Masking tape

Directions for Making Dolls

- Draw dolls to desired measurements on pieces of heavy construction paper.
- Cut out the dress or shirt part of the doll.
- Paste the construction paper on heavy cardboard leaving a slit large enough to insert colored sheets of paper behind the doll's dress or doll's shirt.
- To enable dolls to stand, tape an extra sheet of cardboard to the top.

SKILLS	TEACHING PROCEDURES
<p>Developing Concepts about the Family</p>	<p>Ask: "How many shoes are in a pair of shoes; stockings; boots?" Have children tell why we need two. Help children notice that pairs are the same size and color. Scramble objects. Have pupils find pairs that belong together.</p> <p>Use a story: <u>This Is My Family</u>.</p> <p>Read <u>This Is My Family</u>. Ask pupils to tell what two families were in the story. Help pupils understand that only dogs are in the dog family; people are in the people family. Let pupils identify and point out the mother, father, sister, and brother. Help pupils notice that they look as though they enjoy being together. Place flannel cut-outs of the family on the flannelboard. Ask children to tell about and find the men in the family. * Ask children to group the women; children; parents. Let several pupils tell about the members of their families. Guide pupils to tell first about parents and then about children. Show pictures of big families and of little families. Let children find those that are big; those that are little. Let several children tell whether their families are big or small, and to name the members. Have pupils draw pictures of their families. Label the pictures for the children with the words, <u>My Family</u>.</p>

TEACHING PROCEDURES	MATERIALS
<p>are in a pair of shoes; stockings; boots?" e need two. pairs are the same size and color.</p> <p>at belong together.</p> <p>amily.</p> <p>vo families were in the story. hat only dogs are in the dog family; people are in our family. oint out the mother, father, sister, and brother in the family. hey look as though they enjoy being together. f the family on the flannelboard. at and find the men in the family. e women; children; parents. bout the members of their families. t about parents and then about children. amilies and of little families. hat are big; those that are little. whether their families are big or small, and ask the children s. es of their families. he children with the words, <u>My Family</u>.</p>	<p>gloves mittens ear muffs earrings</p> <p>Fehr, Howard E. <u>This Is My Family</u>. New York: Holt, Rinehart and Winston, 1963.</p> <p>Flannel cut-outs members of a or family Flannel board</p> <p><u>Pictures:</u> big family little family</p> <p>Drawing paper Crayons</p> <p>Family puppets Family figures available through class 41</p>

SKILLS	TEACHING PROCEDURES
<p data-bbox="286 1749 668 1844">Developing the Concept of Sharing Responsibilities</p>	<p data-bbox="772 1035 1197 1059">Use a role-playing situation.</p> <p data-bbox="824 1094 1727 1582"> Let two pupils dress up like Mother and Father. Have each child tell who he is. Suggest that pupils pretend that the children in the family are Mother and Father. Let Mother and Father go for a walk around the room. Have children remove dress-up clothes before continuing lesson. Suggest that often Mother and Father enjoy going out together but Mother is busy at home. Display items which Mother or Father would be likely to use around the house. Help pupils identify the items. Encourage the use of complete sentences. Pretend to be Mother. * Select an item which Mother would probably use, identify it and say how Mother would use the item. Allow pupils to be either Father or Mother and to follow the lead. </p> <p data-bbox="772 1677 1284 1701">Use a teacher-made picture chart.</p> <p data-bbox="824 1749 1727 2070"> Display a chart showing numerous pictures in which children are doing household chores. Have children study the pictures to see if they see anyone else doing the same thing they can do, also. Have pupils tell and show ways in which they help at home, e.g. I can put knives and forks on the table. I help to carry packages from the store. I can put my toys away. I can help dust. I like to help put the groceries away. </p>

TEACHING PROCEDURES

MATERIALS

ation.
 up like Mother and Father.
 who he is.
 pretend that the children in the family are visiting friends.
 er go for a walk around the room.
 re dress-up clothes before continuing lesson.
 Mother and Father enjoy going out together, but many times each
 Mother or Father would be likely to use when working around
 the items.
 if complete sentences.
 p.
 ch Mother would probably use, identify it, tell and show how
 e the item.
 ther Father or Mother and to follow the same pattern.
 ture chart.
 ving numerous pictures in which children are helping with house-
 y the pictures to see if they see anyone doing something which
 .
 show ways in which they help at home, as:
 es and forks on the table.
 y packages from the store.
 oys away.
 t.
 put the groceries away.

Dress-up clothing brought by chil-
ren, such as:

hats for Mother and Father
 high-heeled shoes
 bag and gloves for Mother

Broom	Iron
Sweeper	Paint Brush
Hammer (Plastic)	Ladder
Saw (Plastic)	
Dish towel	
Dishes	
Screw Driver	

Teacher-made chart with commer-
 cial pictures of children at work

Objects, such as:
 blocks or several light boxes

SKILLS

TEACHING PROCEDURES

Enjoying a Story

Help children understand that it is important for everyone to do his
 one will have too much to do.
 Make the idea concrete by asking one child to carry a number of objects
 room.
 Allow several children to do the same job.
 Help pupils understand the words heavy and light as referred to weight.
 Ask the children which job was easier, and why.

Use a story: "The Three Pigs."

Provide opportunity for the pupils to examine a small bundle of straw,
 a piece of wood, and a brick.
 Encourage pupils to tell where they have seen such objects.
 Help pupils name the materials.
 Help pupils discover the similarity between the sticks and piece of wood.
 Ask children to listen to the story of "The Three Pigs" to find out which
 safest house.
 Present the story.
 Ask pupils to tell the part of the story they liked best.
 Ask:
 "What animal tried to eat the pigs?
 Of what was each pig's house built?
 Which house was strongest?
 Why did the wolf invite the pig to leave his home?
 How did the story end?
 Could the story really have happened?"



TEACHING PROCEDURES

MATERIALS

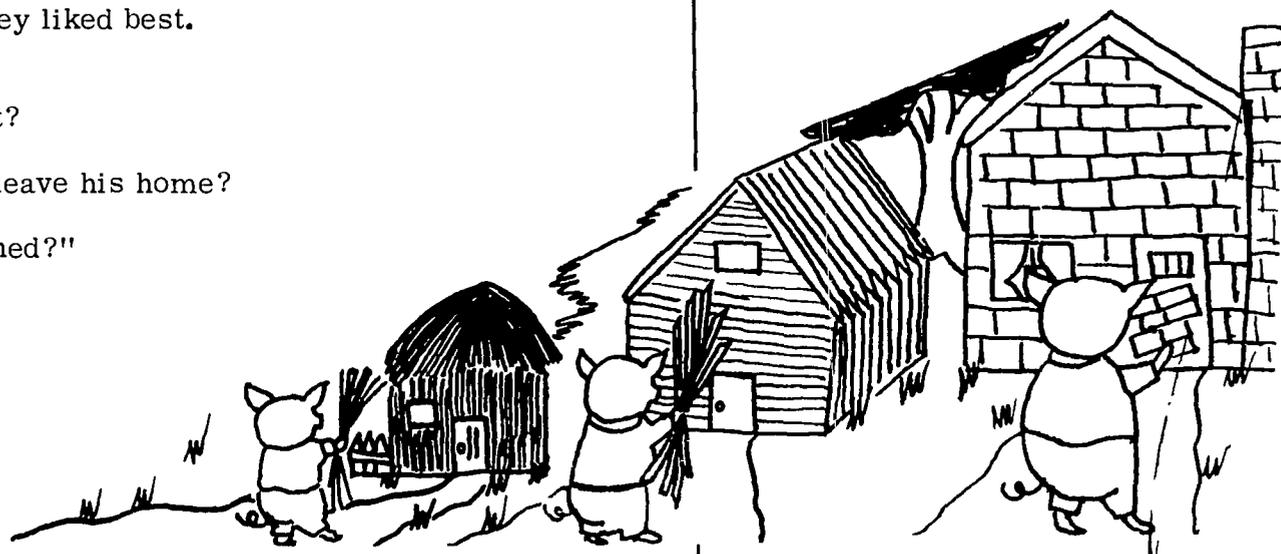
and that it is important for everyone to do his part so that no one has to do.
 ... by asking one child to carry a number of objects across the ...
 ... to do the same job.
 ... the words heavy and light as referred to weight.
 ... job was easier, and why.

"The Three Pigs."
 ... for the pupils to examine a small bundle of straw, some sticks, and a brick.
 ... and where they have seen such objects.
 ... materials.
 ... the similarity between the sticks and piece of wood.
 ... to the story of "The Three Pigs" to find out which pig built the

Story of "The Three Pigs" or filmstrip 829

 A small bundle of straw
 Some sticks
 A piece of wood
 A brick

... part of the story they liked best.
 ... ed to eat the pigs?
 ... h pig's house built?
 ... s strongest?
 ... f invite the pig to leave his home?
 ... y end?
 ... really have happened?"



SKILLS	TEACHING PROCEDURES
<p>Building Concepts and Vocabulary Pertaining to Homes.</p>	<p>Use pictures.</p> <p>Show pictures of different kinds of houses. Ask children to see if they can find a house which looks some- Allow pupils to tell why the pictured house reminds them of the Encourage children to notice similarities in size, color, or b Ask children to notice how some houses make a line because each other and are fastened together. Tell pupils these are <u>row houses</u>. Allow pupils living in row houses to stand. Ask them to "be" a row of houses. Ask the rest of the class: "Which 'houses' really look like ho Show pupils an apartment house. Ask the children why apartment houses are often very large. Help a child who lives in such a building explain how he gets to ment house. Help the children understand that each family has its own pa <u>apartment building</u>. Encourage anyone who has been in a <u>duplex apartment</u> to tell wh * Have pupils compare the sizes of the two apartment buildings. Have pupils tell which apartment building would probably have Have children compare the size of the smaller apartment hous house. Help pupils learn a new meaning for the word <u>story</u>. Help pupils use windows to count the number of <u>stories</u> in diff there are pictures. Count the stories in the large apartment building for children.</p>

TEACHING PROCEDURES

MATERIALS

kinds of houses.
 can find a house which looks something like their house.
 pictured house reminds them of their house.
 similarities in size, color, or building material.
 some houses make a line because they stand right next to
 ned together.
 ouses.
 ouses to stand.
 ouses.
 Which 'houses' really look like houses?"
 ouse.
 ment houses are often very large.
 ch a building explain how he gets to his part of the apart-
 nd that each family has its own part or apartment in the
 een in a duplex apartment to tell where each family lives.
 zes of the two apartment buildings.
 ment building would probably have more families.
 size of the smaller apartment house with a two-story row
 aining for the word story.
 count the number of stories in different houses for which
 ge apartment building for children.

Commercial pictures or teacher-
 made drawings of houses repre-
 sented in the neighborhood.
 apartment house
 duplex
 row houses



SKILLS

TEACHING PROCEDURES

Ask pupils to look at their homes to find the number of stories.
 Help pupils to use expressions, as:

My house has three stories.

I live in an apartment house.
 It has many stories.



Adapt the lesson to fit the kinds of homes in the neighborhood of

Take a trip.

Take pupils for a walk around the block.
 Ask pupils to look at the buildings to see if they can tell the material of the buildings.
 Ask pupils to look for row houses and apartment buildings.
 Ask children to notice the colors of different houses.
 Have pupils notice different buildings and the number of stories in each.
 Return to school.
 Ask each child to tell something about the material, color, or size of the buildings seen.
 Ask pupils to take a good look at their own homes when they go home and draw a picture.

Use a doll house.

Let pupils examine a doll house or a representation to determine what is in a house.
 Help pupils locate the biggest room and the smallest room.
 * Guide pupils in finding the living room, dining room, bedroom, kitchen, and bathroom and in calling each by its proper name.
 Display several pieces of furniture for each room.
 Provide opportunity for pupils to identify furnishings which they know.

TEACHING PROCEDURES

MATERIALS

comes to find the number of stories.
 as, as:
 es.
 se.

the kinds of homes in the neighborhood of the school.

and the block.
 buildings to see if they can tell the material used for the
 houses and apartment buildings.
 colors of different houses.
 buildings and the number of stories in each.

something about the material, color, or size of one building
 look at their own homes when they go home so that they can

house or a representation to determine what rooms are in
 the largest room and the smallest room.
 the living room, dining room, bedroom, kitchen, and bath-
 room by its proper name.
 furniture for each room.
 pupils to identify furnishings which they know.

A doll house or teacher-made repre-
sentation of rooms in a house

Dollhouse furniture or drawings of
furniture and furnishings:

- sofa or couch
- arm chair
- coffee table
- floor lamp
- table lamp

SKILLS

TEACHING PROCEDURES

Enjoying Literature

Give the names of pieces of furniture which the children cannot identify.
 Help pupils decide in which rooms the pieces of furniture belong.
 Allow children to explain how different members of the family might use them.

Use stories and rhymes.

Tell pupils that some of our friends in storyland live in very interesting homes.
 some live in very funny kinds of homes.

Ask pupils to tell about the family in each house after the homes have been described.

Display a cottage in the forest similar to that occupied by the Three Little Pigs.

Ask: "Who might have lived in this cottage?"

Encourage the children to use the word cottage and descriptive words to describe the houses.
 speak.

Show straw, stick, and brick houses.

* Ask pupils to associate these houses with appropriate storybook characters.
 Let pupils tell whether they'd like to live in one of these houses.

Display a picture of a big high-top-shoe house.

Read the rhyme "The Old Woman Who Lived in a Shoe."

Have children tell about this home and family.

Present a pumpkin house.

Ask children to tell how they know this is not a real house.

Give children an opportunity to tell who lived in a pumpkin house.

Read the rhyme, "Peter, Peter, Pumpkin-Eater."

TEACHING PROCEDURES	MATERIALS
<p>furniture which the children cannot identify. rooms the pieces of furniture belong. different members of the family might use the furniture.</p> <p>friends in storyland live in very interesting homes, and kinds of homes. family in each house after the homes have been discussed. most similar to that occupied by the Three Bears. "lived in this cottage?" use the word cottage and descriptive words when they</p> <p>houses. houses with appropriate storybook characters. 'd like to live in one of these houses.</p> <p>gh-top-shoe house. oman Who Lived in a Shoe." s home and family.</p> <p>y know this is not a real house. y to tell who lived in a pumpkin house. eter, Pumpkin-Eater."</p>	<p>table dining room table and chairs wash basin and toilet bathtub kitchen sink and stove refrigerator kitchen table and chairs bed, dresser, and bureau</p> <p>Commercial or teacher-made pic- tures</p> <p>See the following page.</p> <p>Teacher-made transparencies Overhead projector</p> <p>Fairy tales <u>and rhymes</u> Refer to: Arbuthnot, May Hill, editor. <u>The Arbuthnot Anthology of Chil- ren's Literature.</u> Fair Lawn, New Jersey: Scott, Foresman and Co., 1961.</p> <p><u>Rhymes</u> Refer to: Field Enterprises Educational Corporation. <u>Childcraft, The How and Why Library.</u> Vol I, Chicago: 1964. pp. 38, 41.</p>

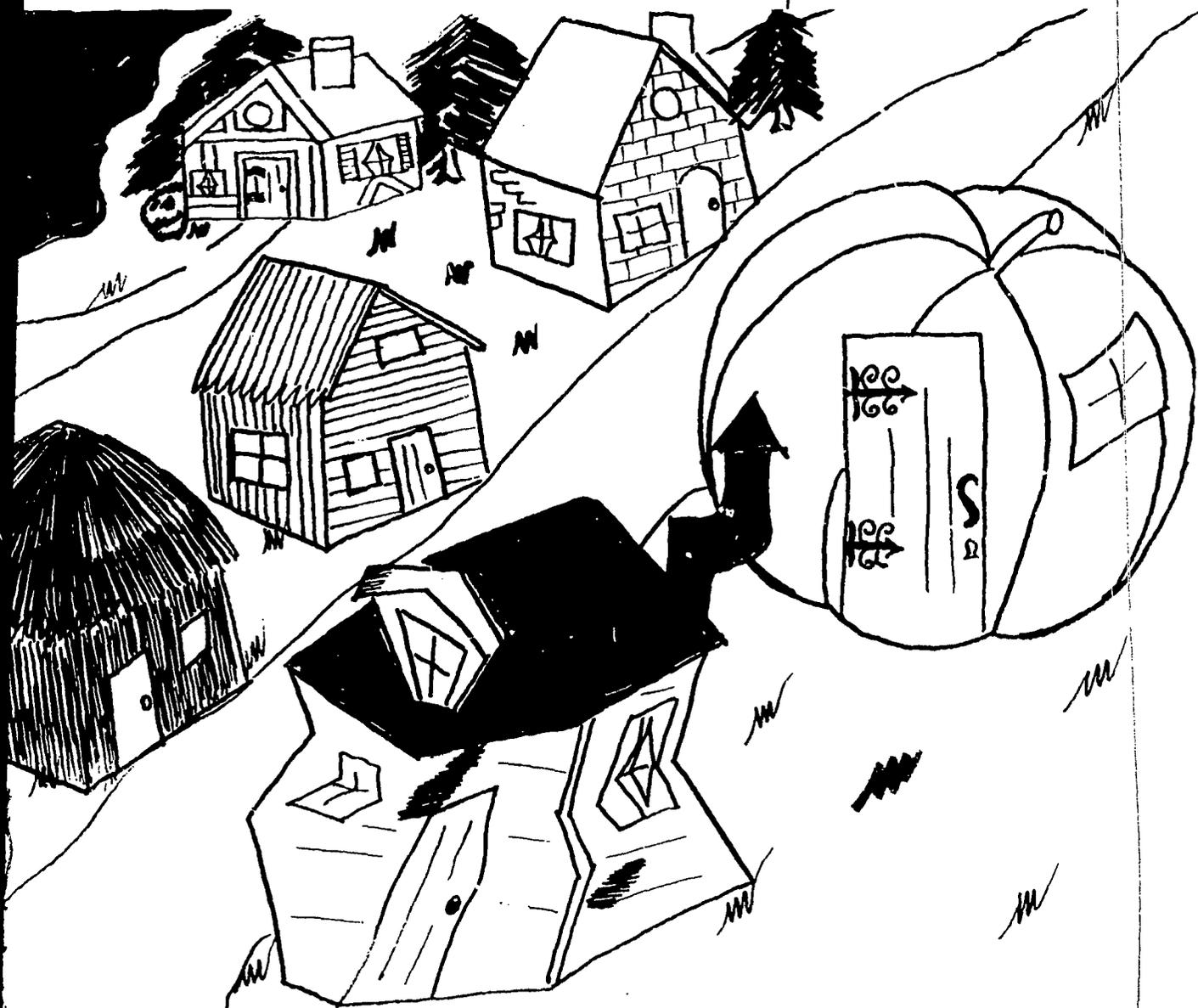
SKILLS

TEACHING PROCEDURES



TEACHING PROCEDURES

MATERIALS



SKILLS	TEACHING PROCEDURES
<p>Following Directions</p>	<p>Show a <u>crooked</u> house. Encourage pupils to discuss why the house is so funny. Read the rhyme about the crooked house.</p> <p>Tell stories with other interesting homes and families, such as:</p> <p style="padding-left: 40px;"> <u>Little Red Hen</u> <u>Mr. Vinegar</u> <u>Story of Ping</u> <u>Hansel and Gretel</u> </p> <p>Let children discuss which houses could have been real.</p> <p>Use language games.</p> <p>Give simple, one-step directions, such as:</p> <p style="padding-left: 40px;"> Bring a book from the desk. Bring me the apple. Run to the window. Get the doll. Put the toy car on the table. </p> <p>Vary by distributing a familiar object to each child.</p> <p>* Use a teacher-made tape to tell children what should be done with</p> <p>Instruct pupils to watch the teacher's lips to follow whispered directions.</p> <p style="padding-left: 40px;"> Say aloud: "Tom, close the _____." Whisper the word which belongs in the blank space. </p> <p>Play games, such as:</p> <p style="padding-left: 40px;"> "Simon Says" "Farmer and His Wheat" "Punchinello" "Go Round and Round the Playground" </p>

TEACHING PROCEDURES

MATERIALS

Discuss why the house is so funny.
 the crooked house.

interesting homes and families, such as:

Gretel

which houses could have been real.

Directions, such as:
 from the desk.
 apple.
 now.

on the table.

familiar object to each child.
 tape to tell children what should be done with each object.

ch the teacher's lips to follow whispered directions.
 om, close the _____."
 ord which belongs in the blank space.

"This Wheat"

"Round the Playground"

Public Schools of the District of Columbia, Catalogue of Audio-Visual Materials. Washington, D. C.: Board of Education, 1964.

Filmstrips:

- 525 Little Red Hen
- 566 Mr. Vinegar
- 1446 Story of Ping
- 342 Hansel and Gretel

Film:

- 825 Story about Ping

- Plastic fruits
- Plastic forks and spoons
- Toys—cars, boat, plane, truck, ball
- Artificial flowers in various sizes and colors
- Small dolls
- Household items—toy furniture
- Teacher-made tape with simple, one-step directions.
- Tape recorder

Public Schools of the District of Columbia. Elementary Physical Education Curriculum. Washington, D. C.: Board of Education, 1958.

SKILLS	TEACHING PROCEDURES
<p>Answering Specific Questions</p>	<p>Instruct pupils to listen carefully in order to answer the questions.</p> <p>Ask different children to answer a question, such as:</p> <ul style="list-style-type: none"> What is your name? How old are you? What do you like to do at home? What do you like to do at school? To what school do you go? Who is your teacher? <p>Provide role-playing situations.</p> <p>Create a situation, such as the following:</p> <p>A little girl or boy cannot find his way home from school. He does not know where he lives, so he asks the policeman for help. The policeman asks two questions.</p> <p><u>What is your name?</u> <u>Where do you live?</u></p> <p>The lost child answers the two questions, and the policeman tells the Mother and Father that the child has been found. Now they can go home with the policeman and their child. They thank the officer.</p> <p>Review the two questions which the policeman must ask. Tell the children that either question may be asked first so that they will have to listen carefully.</p> <p>Allow children to act out parts.</p> <p>* Note pupils who will need individual help in answering questions.</p> <p> If the child cannot answer the two questions, the policeman should take the child to school where he must wait for his parents to come for him.</p>

TEACHING PROCEDURES

MATERIALS

carefully in order to answer the question.

to answer a question, such as:

- name?
- you?
- like to do at home?
- like to do at school?
- ool do you go?
- teacher?

tions.

ch as the following:

boy cannot find his way home from school. He sees no one he asks the policeman for help. asks two questions. me? ve? answers the two questions, and the policeman takes him home. er had begun to worry. Now they are very happy to see the their child. They thank the officer.

which the policeman must ask. her question may be asked first so that the lost child will have parts. individual help in answering questions.

answer the two questions, the policeman can take him back wait for his parents to come for him.

- Policeman's badge and cap made by teacher or pupils
- Apron for Mother
- Newspaper for Father



SKILLS

TEACHING PROCEDURES

Use sequence pictures:

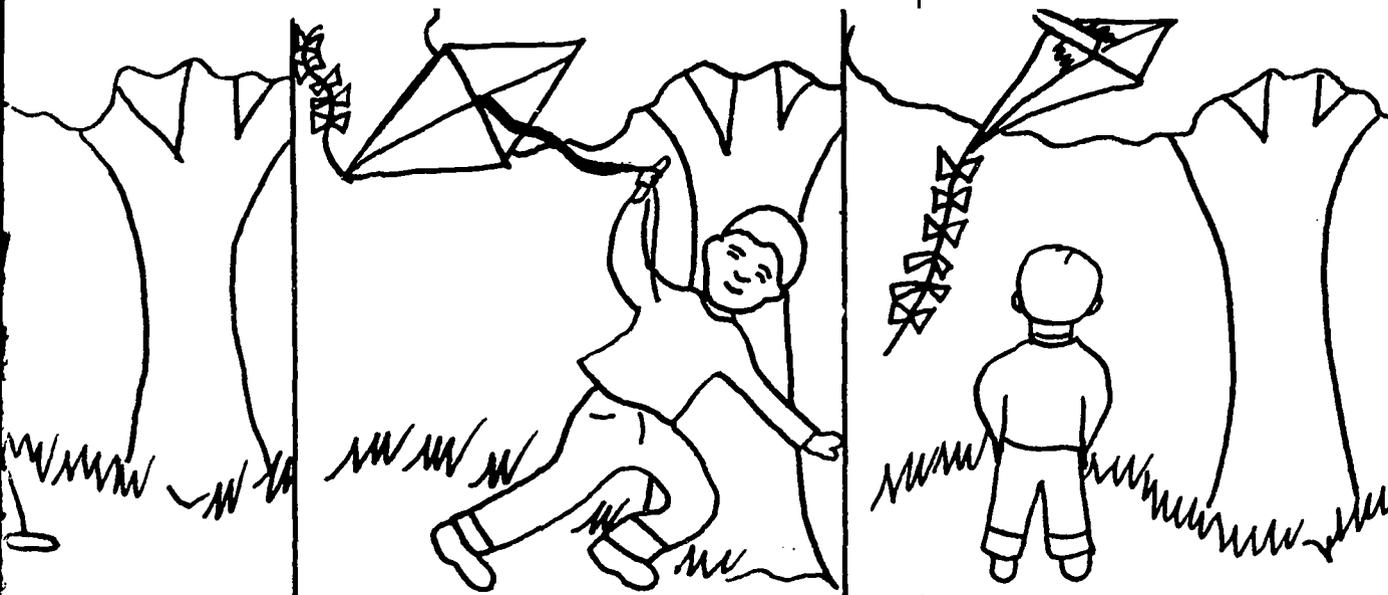
Place three or four pictures about a familiar story, poem, or situation on a chart or on the chalkboard ledge.

Ask a specific question as: "What happened to the boy's kite caught in the tree?"

Have children listen to the question and study the pictures. Have children select the picture that illustrates the answer to the question. Have them tell about it. "The kite was torn, broken ..."



TEACHING PROCEDURES	MATERIALS
<p>es about a familiar story, poem, or situation in the pocket ard ledge.</p> <p>estion as: "What happened to the boy's kite when it was e?"</p> <p>to the question and study the pictures.</p> <p>t the picture that illustrates the answer to the question and out it. "The kite was torn, broken ..."</p>	<p>Pictures in sequence</p>



SKILLS	TEACHING PROCEDURES
<p>Developing Vocabulary about Clothes We Wear</p>	<p>Use doll clothing.</p> <p>Place a flannel cut-out of the sun on the flannel board.</p> <p>Ask: "When do we see the sun? Why don't we see the sun everyday? How do you feel when the sun is shining? What do you like to do?"</p> <p>Help children understand that sunny days may be warm or cool or cold.</p> <p>Display flannel-backed paper doll clothing.</p> <ul style="list-style-type: none"> * Show a picture of a beach scene. Ask: "Do you think this day is hot or cold? Why? Can you find something that you might wear on a sunny day?" * Help pupils select shorts, bathing suit, trunks, cool dress, etc. Give pupils words, such as: <u>thin</u>, <u>short</u>, <u>cool</u>. * Show pictures of children returning to school on a sunny day. Ask: "How do you know it is a little chilly?" Be sure pupils notice jackets or sweaters worn by children. Say: "Tell us when Mother asks you to wear a sweater." Help pupils understand that a winter coat would make a jacket or sweater is <u>light-weight</u> and just right for a sunny day. * Show a picture depicting a sunny, but snowy day. Say: "Let's pretend we're out in the snow. It's cold and windy." Lead pupils to understand that clothing for winter is used for protection from the cold.

TEACHING PROCEDURES

MATERIALS

at of the sun on the flannel board.
 ee the sun?
 ee the sun everyday?
 l when the sun is shining?
 ke to do?"
 and that sunny days may be warm or hot, but they may also be
 ed paper doll clothing.
 each scene.
 his day is hot or cold? Why?
 omething that you might wear on a day like this?"
 orts, bathing suit, trunks, cool dress or shirt.
 ch as: thin, short, cool.
 dren returning to school on a sunny, cool, fall day.
 ow it is a little chilly?"
 jackets or sweaters worn by children in the picture.
 Mother asks you to wear a sweater."
 and that a winter coat would make them too warm, but that a
 is light-weight and just right for a chilly day.
 ing a sunny, but snowy day.
 we're out in the snow. It's cold and wet. What are you wearing?"
 rstand that clothing for winter is usually heavy, warm, woolen.

- Flannel board
- Flannel cut-out of the sun
- Flannel-backed paperdoll clothing:
 - bathing suit
 - trunks
 - sleeveless dress
 - short-sleeved shirt or T-shirt
 - snowsuit
 - winter coat
 - woolen scarf
 - mittens
 - boots
 - woolen cap
 - heavy pants
- Picture of a sunny fall day with children in jackets and sweaters
- Picture of a beach scene
- Picture depicting a bright winter day with snow on the ground

SKILLS

TEACHING PROCEDURES

Discovering Sounds We
Make

Place a cut-out of the moon on the flannel board.

Ask: "When do we see the moon?"

What does it tell us to do?

- * What clothes do we wear when we get ready for bed?"

Provide opportunity for pupils to tell about and place nightwear on the

- * Ask children to pretend to pack a trunk.

Say: "I will put in a bathing suit to wear when it is hot."

Ask children to add other things following the same pattern.

Play the record Nothing to Do. (Side 2)

Encourage the pupils to participate in the action designated by the record.

Ask pupils to recall what they did with their hands.

Help pupils with words, such as: clapped, tapped.

Allow individual pupils to make other sounds with their hands or fingers.

Encourage motions, such as: tripping fingers; swishing hands; pounding

lap; snapping fingers; clapping with cupped hands.

Describe sounds, when possible, to build listening vocabulary.

Have the class repeat the new sounds with pupil.

Follow the same procedure allowing pupils to make new sounds with their

Encourage sounds made by stomping, shuffling, galloping, tripping.

Give directions and lead pupils to:

Let fingers trip lightly over desks like running fairies.

Let fist pound on the desk to sound like footsteps of a giant.

Let hands swish past each other like someone racing away.

Let hands pound on laps to make a galloping horse sound.

Let fingers snap like the tick tock of a clock.

TEACHING PROCEDURES	MATERIALS
<p> on on the flannel board. he moon? s to do? e wear when we get ready for bed?" </p> <p> pupils to tell about and place nightwear on the flannel board. </p> <p> o pack a trunk. ing suit to wear when it is hot." r things following the same pattern. </p> <p> <u>Nothing to Do.</u> (Side 2) participate in the action designated by the record. they did with their hands. such as: clapped, tapped. o make other sounds with their hands or fingers. n as: tripping fingers; swishing hands; pounding on body, desk, ; clapping with cupped hands. possible, to build listening vocabulary. e new sounds with pupil. re allowing pupils to make new sounds with their feet. y stomping, shuffling, galloping, tripping. pupils to: ightly over desks like running fairies. he desk to sound like footsteps of a giant. ast each other like someone racing away. n laps to make a galloping horse sound. like the tick tock of a clock. </p>	<p> Flannel board Flannel cut-out of the moon </p> <p> <u>Flannel-backed paperdoll clothing:</u> pajamas gown robe slippers </p> <p> Pocket chart shaped like a trunk Doll clothing </p> <p> <u>Nothing to Do.</u> 78 rpm Children's Record Guild, New York. </p>

SKILLS	TEACHING PROCEDURES
<p>Interpreting Familiar Sounds</p>	<p>Have children form a circle. Suggest that pupils: trip lightly like fairies stomp like giants shuffle like bears gallop like horses.</p> <p>Suggest that while at home pupils try to discover other interesting sounds they can make with their bodies. Encourage children to try to think of things with sounds similar to those they can make.</p> <p>Tell pupils that we hear sounds that tell us to do something or to be careful. * Play a tape on which sounds have been recorded, and use items to make the sounds.</p> <p>Sound the doorbell. Ask: "What does that sound ask Mother to do?" Allow several pupils to show the polite way of ringing a bell and to give a response. Sound the telephone, and permit pupils to tell what this sound tells the receiver to do gently and answer. Have pupils close eyes and distinguish between the sound of the telephone and the doorbell. Have pupils place heads on desks. Ask pupils to show what the next sound tells them to do. Let the alarm clock ring. Have a pupil who interpreted the sound correctly identify the sound and tell what its message was. Sound a policeman's whistle. Ask the children if they know of someone who uses a whistle to manage traffic. Blow a toy whistle. Ask pupils to tell which whistle tells them to <u>stop right away</u>. Help pupils understand that the policeman uses his whistle to manage traffic on the street safely.</p>

TEACHING PROCEDURES

MATERIALS

e.

e pupils try to discover other interesting sounds that they can
 y to think of things with sounds similar to the sounds they can

sounds that tell us to do something or that give us a message.
 ds have been recorded, and use items to simulate the desired

nd ask Mother to do?"

ow the polite way of ringing a bell and waiting patiently for a

permit pupils to tell what this sound tells them to do—pick the
 answer.

and distinguish between the sound of the doorbell and the tele-

n desks.

he next sound tells them to do.

perpeted the sound correctly identify the object which made the
 s message was.

tle.

ow of someone who uses a whistle to make such a sound.

histle tells them to stop right away.

that the policeman uses his whistle to help people cross the

Tape with sounds

- doorbell
- telephone
- alarm clock
- siren
- bell (school)

Teletrainer or practice phones

Alarm clock

Whistles (for teacher's use)

or

Appropriate portions of

Pathways to Phonic Skills, Vol. 1

—LL3. 33-1/3 rpm. Audio Educa-
 tion, American Book Co.

SKILLS	TEACHING PROCEDURES
<p>Identifying Familiar Sounds</p>	<p>Let pupils hear the sound of a siren. Help pupils understand that sounds like this warn us to get out of Say that they will hear a special bell sound which tells them it is to go home. Ask pupils to get on line when they hear that sound.</p> <p>Show and sound a series of familiar objects. Hide objects behind a barrier and sound each again. Have pupils identify the object by its sound. Ask where else the sound might be heard.</p> <p>Play the record, "Muffin in the City." Help children recall sounds Muffin heard. Allow children to imitate the sounds. Have pupils find things in the room which could make the same sound. Have children draw pictures of the things that made sounds.</p>
<p>Building Descriptive Words</p>	<p>* Use a "touch box."</p> <p>Present a special box with things to touch. Tell pupils that the box includes objects which they have seen. Let various pupils select objects which they can identify for Suggest that today pupils can let their fingers help them learn objects. Ask a group of children to close their eyes.</p>

TEACHING PROCEDURES

MATERIALS

of a siren.
 that sounds like this warn us to get out of the way.
 special bell sound which tells them it is time for school or time
 when they hear that sound.
 of familiar objects.
 carrier and sound each again.
 object by its sound.
 and might be heard.
 in the City."
 and Muffin heard.
 the sounds.
 in the room which could make the same sound.
 pictures of the things that made sounds.
 box with things to touch.
 box includes objects which they have seen.
 select objects which they can identify for the rest of the class.
 pupils can let their fingers help them learn more about two of the
 ren to close their eyes.

Objects:

hand bell hammer horn
 egg beater rattle blocks
 pencil paper
 spoon and bowl squeaking toy

Records:

"Muffin in the City." 78 rpm.
 "Muffin in the Country." 78 rpm.
 Text on official list of approved
 books for D. C. Public Schools.
Sounds Around Us 78 rpm
 Text on official list of approved
 books for D. C. Public Schools
 Record player

"Touch box":

stones (smooth, rough, hard)
 cotton swabs
 emery boards
 feathers
 sponges (wet, dry)
 paper weight
 paper with smooth finish
 sandpaper

SKILLS	TEACHING PROCEDURES
	<p>Allow these pupils to feel the stone. Let them tell how the object feels to them. Emphasize the word <u>hard</u> and provide an opportunity for a ate the hardness of the stone with the word <u>hard</u>. Let pupils find objects around the room which are hard: ta blackboard, floor. Follow a similar procedure to develop the concept of softn Help pupils understand that things that are hard are very are soft. Tell pupils that things that are very different from each <u>sites</u>.</p> <p> It is valuable to allow several pupils to carry similar in order to make the activity less time consuming.</p> <p>Follow the same procedure until <u>hard</u>, <u>soft</u>, <u>smooth</u>, <u>roug</u> <u>dry</u> are developed.</p> <p>Select an object from the box after all of the above words Say: "The stone is <u>hard</u>." Ask children to given sentences about the remaining ob which has been set. Ask children to give as many words as they can think of wi Elicit the words hard, heavy, dry, and smooth for the top. Ask children to think of words to describe a piece of pa ice. Encourage children to look around their homes to disc share. Ask pupils to find things which can be described by on scriptive words.</p>

TEACHING PROCEDURES

MATERIALS

...s to feel the stone.
 ...w the object feels to them.
 ...word hard and provide an opportunity for all of the children to associ-
 ...ness of the stone with the word hard.
 ...objects around the room which are hard: table, desk, blocks, walls,
 ...floor.
 ...r procedure to develop the concept of softness.
 ...erstand that things that are hard are very different from things that
 ...t things that are very different from each other may be called oppo-
 ...e to allow several pupils to carry similar objects for others to feel
 ...to make the activity less time consuming.
 ...ne procedure until hard, soft, smooth, rough, heavy, light, wet, and
 ...veloped.
 ...t from the box after all of the above words have been presented.
 ...e is hard."
 ...o given sentences about the remaining objects following the pattern
 ...een set.
 ...give as many words as they can think of which describe their tables.
 ...s hard, heavy, dry, and smooth for the top.
 ...o think of words to describe a piece of paper, a soft toy, a piece of
 ...ldren to look around their homes to discover items which they can
 ...find things which can be described by one or more of their new de-
 ...ords.

Touch box
 Soft toy
 Ice cube
 Piece of paper

SKILLS	TEACHING PROCEDURES
<p data-bbox="309 1251 686 1318">Building Vocabulary Pertaining to Pets</p>  <p data-bbox="423 1382 686 1549">The number of pets presented during one class period will vary according to the class.</p>	<p data-bbox="838 1025 1708 1156">Encourage pupils to provide new, interesting words, also. Provide an exhibit table on which some of the shared items. Allow members of the class to examine and classify objects according to descriptives studied.</p> <p data-bbox="790 1251 1099 1287">Use flannel cut-outs.</p> <p data-bbox="838 1318 1708 1382">Display flannel cut-outs of the dog, goldfish, kitten, parakeet. Have the children identify the animals.</p> <p data-bbox="838 1382 1708 1418">Let pupils who have one of the four pets tell what they enjoy about their pet.</p> <p data-bbox="838 1418 1708 1454">Have pupils understand that their pets must eat, sleep, exercise.</p> <p data-bbox="838 1454 1595 1489">Encourage pupils to tell where their pets are kept.</p> <p data-bbox="838 1489 1436 1525">Display the bird cage and the aquarium.</p> <p data-bbox="838 1525 1646 1561">Ask pupils to tell which flannel pet would live in each.</p> <p data-bbox="838 1561 1612 1596">Be sure pupils learn the names of these two homes.</p> <p data-bbox="813 1596 1708 1632">* Ask pupils to place the parakeet in its home and the fish in its home.</p> <p data-bbox="838 1632 1708 1668">Show a round aquarium so that pupils recognize this shape.</p> <p data-bbox="838 1668 1708 1704">Let pupils pantomime how the fish looks as he swims around.</p> <p data-bbox="838 1704 1530 1739">Let pupils show how a bird looks when it flies.</p> <p data-bbox="838 1739 1646 1775">Read a poem about cats such as: "A Kitten" or "Cat."</p> <p data-bbox="838 1775 1708 1839">Have children pantomime a playful kitten, a kitten rubbing its head against its owner, a kitten hissing and clawing.</p> <p data-bbox="838 1839 1708 1904">Ask pupils to tell and show different ways their dog acts when strangers come, when he's tired and sleepy, when he is happy.</p> <p data-bbox="838 1904 1708 1968">Read a poem, such as: "My Dog" or "Tom's Little Dog" to describe the behavior of their dog.</p> <p data-bbox="838 1968 1629 2003">Ask pupils to review the names and needs of animals.</p>

TEACHING PROCEDURES

MATERIALS

to provide new, interesting words, also, if they wish.
 table on which some of the shared items may be placed.
 of the class to examine and classify objects, during free periods,
 descriptives studied.

outs of the dog, goldfish, kitten, parakeet.
 Identify the animals.
 one of the four pets tell what they enjoy seeing their pets do.
 stand that their pets must eat, sleep, exercise, and have fresh air.
 to tell where their pets are kept.
 cage and the aquarium.
 which flannel pet would live in each.
 arn the names of these two homes.
 e the parakeet in its home and the fish in its.
 aquarium so that pupils recognize this shape also.
 ime how the fish looks as he swims around in his aquarium.
 ow a bird looks when it flies.
 t cats such as: "A Kitten" or "Cat."
 tomime a playful kitten, a kitten rubbing against a chair, an angry
 nd clawing.
 and show different ways their dog acts when he is playful, when
 e, when he's tired and sleepy, when he begs.
 h as: "My Dog" or "Tom's Little Dog" to remind pupils of the be-
 dog.
 w the names and needs of animals.

Arbuthnot, May Hill, compiler.
Arbuthnot Anthology of Chil-
dren's Literature. Fair Lawn,
 New Jersey: Scott, Foresman
 and Co., 1961. pp. 46, 48, 49.

"Pets." Instructo Products Co., Di-
 vision of Jacronda Mfg. Co.,
 Philadelphia, Pennsylvania.

Round aquarium or picture of one

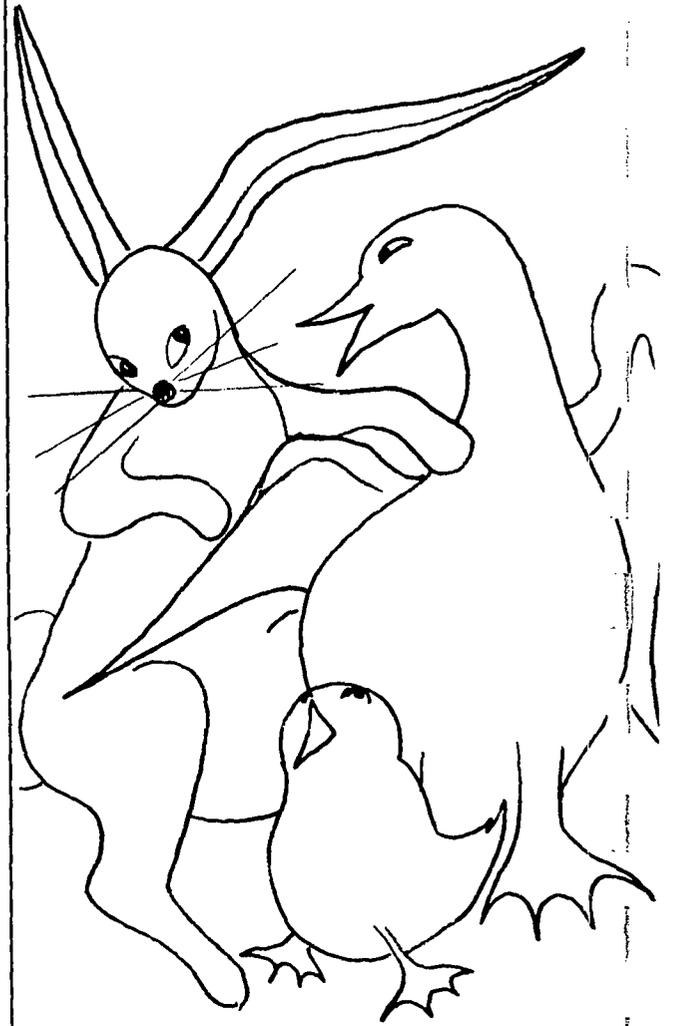
SKILLS	TEACHING PROCEDURES
	<p>Place the rabbit on the flannel board. Have children identify him. Have children tell about things which would help them know Ask pupils to notice the rabbit's ears and to tell how they Ask pupils to notice the rabbit's short tail. Have children tell how the rabbit's front and hind legs are Explain to children that the rabbit's strong hind legs help Let several pupils hop like rabbits. Display the home for the rabbit. Have pupils recall the needs of all animals. Ask pupils why this home is a good one for the rabbit.</p> <p>Place the duck, chick, hamster, and white mouse on the flannel board. Tell pupils that the same house would make a good home for Provide an opportunity for pupils to identify any of the needs Help pupils with the names of animals with which they are Use features which make the animals different and make up riddles to help pupils associate names and animals.</p>

TEACHING PROCEDURES

MATERIALS

flannel board.
m.
things which would help them know a rabbit.
rabbit's ears and to tell how they look.
rabbit's short tail.
the rabbit's front and hind legs are different.
the rabbit's strong hind legs help him to hop.
like rabbits.
e rabbit.
eeds of all animals.
e is a good one for the rabbit.

hamster, and white mouse on the flannel board.
e house would make a good home for any of these pets.
for pupils to identify any of the new animals which they can.
nes of animals with which they are unfamiliar.
e the animals different and make up simple "Guess Who I Am"
s associate names and animals.



SKILLS	TEACHING PROCEDURES		
	<p>Examples:</p> <table border="0"> <tr> <td data-bbox="970 1054 1294 1149"> Guess who I am. My tail is short. I am small and furry. </td> <td data-bbox="1482 1054 1708 1149"> Guess who I am I have a long ta I am white and </td> </tr> </table> <p>I say "peep, peep." I am soft and yellow now, but when I grow up I will get new, smooth feathers. Who am I?</p> <p>I look something like a baby chick, but my bill is flatter. I have skin between each claw. Who am I?</p> <p>Ask pupils to tell where the animals might live if they were Give information about the food and interesting habits of the and mouse.</p> <p>Help pupils tell the difference between the chicken and duck. Lead pupils in pretending to call and feed the chicken. Have pupils stoop, hold ankles, and walk like a duck. Help pupils understand that the duck walks from side to side. Help pupils understand that the duck's <u>webbed</u> feet make him Give pupils some soft, fluffy feathers to feel. Suggest that baby ducks feel something like this. Tell pupils we could speak of a <u>downy</u> duck because he is so Ask: "What do you think a mouse would do if you came upon Help children understand that mice are easily frightened them <u>timid</u>, <u>shy</u>, or <u>meek</u>."</p>	Guess who I am. My tail is short. I am small and furry.	Guess who I am I have a long ta I am white and
Guess who I am. My tail is short. I am small and furry.	Guess who I am I have a long ta I am white and		



TEACHING PROCEDURES

MATERIALS

am.
 ort.
 and furry. Guess who I am.
 I have a long tail.
 I am white and hairy.

peep."
 yellow now,
 grow up I will
 smooth feathers.

ing like a baby chick,
 is flatter.
 between each claw.

re the animals might live if they were in their natural homes.
 t the food and interesting habits of the duck, chick, hamster,

ference between the chicken and duck.
 ing to call and feed the chicken.
 d ankles, and walk like a duck.
 that the duck walks from side to side or waddles.
 that the duck's webbed feet make him a good swimmer.
 fluffy feathers to feel.
 s feel something like this.
 eak of a downy duck because he is so soft.
 ink a mouse would do if you came upon it?"
 and that mice are easily frightened, and we sometimes call
 r meek.

SKILLS	TEACHING PROCEDURES
<p>Enjoying a Poem</p>	<p>Display cut-outs of a duck, a mouse, a dog, a red bird. Ask: "Who will tell us about one of these animals?" Provide opportunity for numerous pupils to share di- learned. Call attention to the bird. Ask pupils to tell its color. Tell pupils that this red is sometimes called <u>scarlet</u>. Mention that all four of the animals on the flannel board Morning." Say the poem. Ask pupils to tell what sound people use when they try to a dog; a bird. Repeat the poem allowing the children to speak the animal</p>
<p>Building and Reviewing Vocabulary and Concepts about Pets</p>	<p>Display the canary, turtle, frog, and angel fish. Allow pupils to share any ideas or knowledge which about these pets. Help pupils with the names of the pets. Call the name of one of the pets. Have a child find it and give a sentence to identify the pet. Place the three animals' homes on the flannel board. Allow a child to tell which pet would live in a bird cage. Have a child show which pet would live in an aquarium. Encourage use of sentences as associations are made. Show pupils how the aquarium can be adapted to the ne</p>

TEACHING PROCEDURES

MATERIALS

a mouse, a dog, a red bird.
 "What one of these animals?"
 Numerous pupils to share different ideas which they have
 sometimes called scarlet.
 The animals on the flannel board are in a poem called "Good
 and people use when they try to sound like a duck; a mouse;
 The children to speak the animal parts, as indicated.
 frog, and angel fish.
 ideas or knowledge which they have already formulated
 of the pets.
 pets.
 Write a sentence to identify the pet.
 Comes on the flannel board.
 pet would live in a bird cage.
 pet would live in an aquarium.
 as associations are made.
 The poem can be adapted to the needs of the turtle and the frog.

Cut-outs of
 baby duck
 mouse
 curly dog
 red bird

Refer to:
 Arbuthnot, May Hill, compiler.
Arbuthnot Anthology of Chil-
dren's Literature. Fair Lawn,
 New Jersey: Scott, Foresman
 and Co., 1961. p. 66.

Flannel board
 Drawing paper
 Crayons

"Pets." Instructo Products Co., Di-
 vision of Jacronda Mfg. Co.,
 Philadelphia, Pennsylvania.

SKILLS	TEACHING PROCEDURES
<p>Developing Concepts about the Farm</p>	<p>Display all pets included in the set.</p> <ul style="list-style-type: none"> * Have children identify pets and place them in the homes in the set. Be sure children speak in sentences and use correct names. <p>Have pupils draw pictures of a pet which they like. Label pictures <u>My Pet</u>. Ask several children to tell about their pictures and to explain how they will be cared for.</p> <p>Use a Film.</p> <p>Ask: "How many have ever been on a farm? Can you tell us about it?"</p> <p>Ask additional questions if pupils need help in organizing their thoughts.</p> <ul style="list-style-type: none"> What animals did you see? What foods were grown? Tell us how you had fun? Tell us about anything which you did to help. <p>Show the film, <u>Patty Garman. Little Helper</u>. Guide a discussion of the film by asking:</p> <ul style="list-style-type: none"> How did Patty help on the farm? What animals did Patty visit? What made Patty cry? <p>Display the farm panorama put out by the National Dairy Council. Encourage children to tell about the picture. Provide opportunity for pupils to pretend to be various animals and what they do or by making the sound of the animals. Discuss buildings and activities on the farm.</p>

TEACHING PROCEDURES

MATERIALS

cluded in the set.
 ify pets and place them in the homes in which they belong.
 eak in sentences and use correct names.
 ictures of a pet which they like.
 Pet.
 on to tell about their pictures and to explain how their pet should

ave ever been on a farm?
 us about it?"
 tions if pupils need help in organizing their thoughts:
 s did you see?
 ere grown?
 ou had fun?
 anything which you did to help.

y Garman. Little Helper.
 of the film by asking:
 y help on the farm?
 s did Patty visit?
 Patty cry?

panorama put out by the National Dairy Council.
 to tell about the picture.
 y for pupils to pretend to be various animals either by moving as
 kking the sound of the animals.
 nd activities on the farm.

Film:
 426 Patty Garman, Little Helper

National Dairy Council. Dairy Farm
 Panorama Kit. Chicago: 1964.

SKILLS	TEACHING PROCEDURES
Building Vocabulary	<p>Display models of an elephant, giraffe, zebra, and lion. Ask: "Who can tell something about one of the animals? How can you tell him from the other animals?" Ask additional specific questions, as needed, to aid children w What do we call this animal? Where could you go to see him? Why is he kept in a cage? Find the animal that is <u>biggest</u>; <u>tallest</u>; <u>spotted</u>; <u>striped</u>; Where is the elephant's <u>mouth</u>? How does he get food to his mouth? How else does he use his trunk? What makes the giraffe so tall? Who can show us the father lion's <u>mane</u>?</p> <p>Be sure the meanings of underlined words are made clear and th by the children when they respond.</p>
Using <u>Saw</u> Correctly	<p>Have children close eyes. Put one animal in a box or behind a barrier. Ask: "Who would like to look in the cage, turn, and tell the c <u>saw</u>?" Be sure the child gives the correct name of the animal and uses t than <u>I seen</u>.</p> <p>Change the procedure after all animals have been identified. Place the giraffe in the box.</p>
Using Descriptive Words	<p>Look in the box. Turn and say: "I saw a very tall animal. Who knows what I saw?" Be sure the pupil responds in a sentence.</p>

TEACHING PROCEDURES

MATERIALS

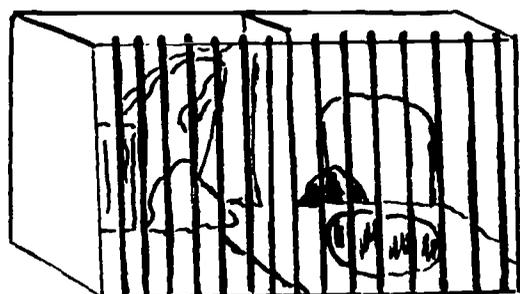
giraffe, zebra, and lion.
 about one of the animals?
 in the other animals?"
 ns, as needed, to aid children with less language skill:
 al?
 e him?
 igger; tallest; spotted; striped; strongest.
 mouth?
 his mouth?
 s trunk?
 so tall?
 her lion's mane?
 rlined words are made clear and that the words are used
 espond.

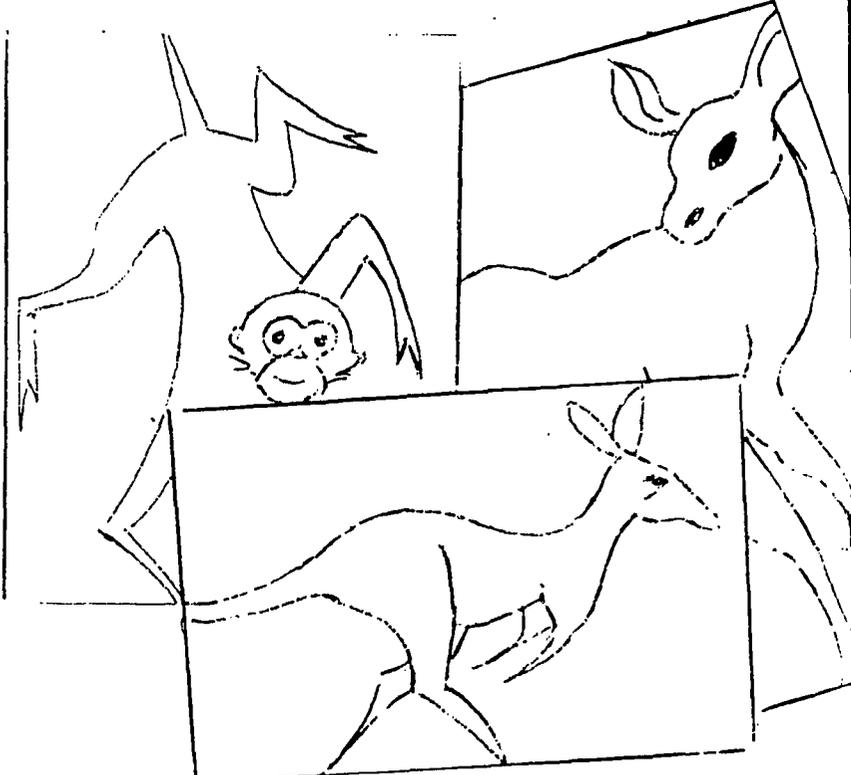
Animal models showing relative sizes:
 elephant
 giraffe
 zebra
 lion

and a barrier.
 k in the cage, turn, and tell the class which animal you
 rrect name of the animal and uses the words I saw rather
 animals have been identified.

Box to represent cage
 Animals listed above
Additional animals:
 bear
 camel
 kangaroo
 seal
 deer
 monkey

all animal. Who knows what I saw?"
 a sentence.



SKILLS	TEACHING PROCEDURES
<p>Interpreting Music</p>	<p>Place the other animals in the "cage" one at a time. Ask pupils to give one sentence to describe animals. Encourage use of the descriptive words mentioned earlier.</p> <p>Use the other zoo animals to develop or reinforce the <u>soft</u>, <u>tough</u>, <u>smooth</u>, <u>clumsy</u>, <u>graceful</u>, <u>pouch</u>, <u>hump</u></p> <p>Display pictures of a kangaroo, elephant, deer, and monkey. Play music which could be suggestive of the movement of each. Say: "Listen to the record." Decide which animal would be more likely to move to the music. Pretend to be the animal, and move as he would."</p> 

TEACHING PROCEDURES

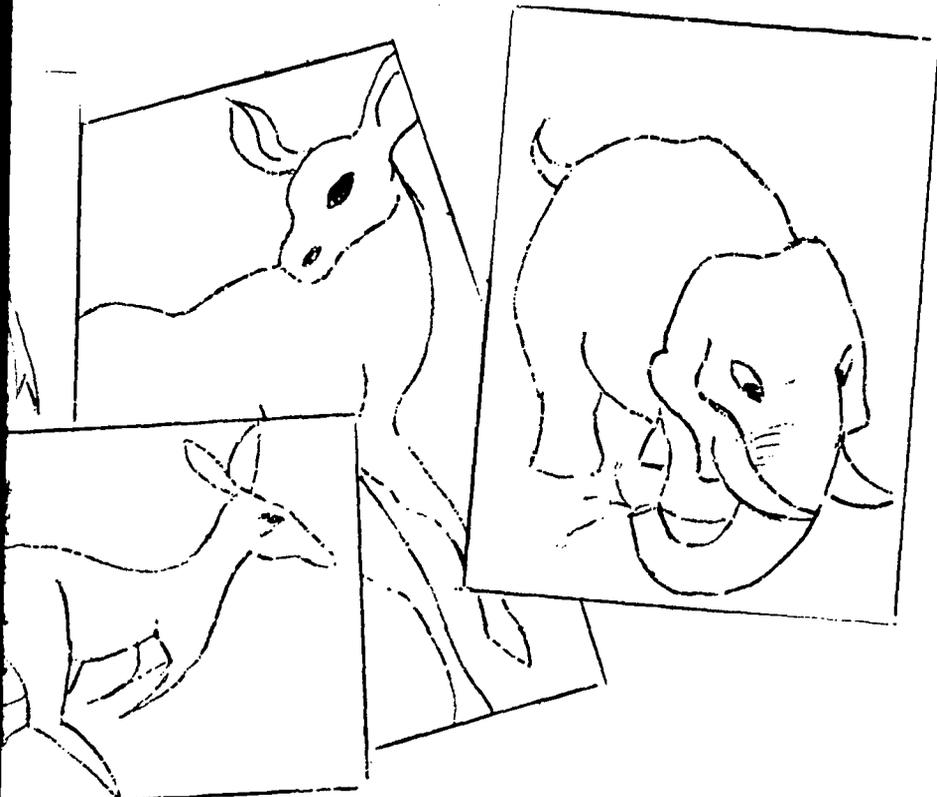
MATERIALS

the "cage" one at a time.
tence to describe animals.
riptive words mentioned earlier.

to develop or reinforce the following words: furry, hairy,
clumsy, graceful, pouch, hump.

aroo, elephant, deer, and monkey.
e suggestive of the movement of each.
t.

would be more likely to move well to the music.
imal, and move as he would."



Pictures of zoo animals:

- kangaroo
- elephant
- deer
- monkey

Recordings:

Under the Big Top. "The Clowns."
"The Acrobats." Bomar Orches-
tral Library. Stanley Bomar Co.,
1962.

Saint-Saëns, Camille. Carnival
of the Animals. "The Elephant."
"Fleetfooted Animals." "Kanga-
roos." Bowmar Orchestral Li-
brary. Stanley Bowmar Co.,
1962.

SKILLS	TEACHING PROCEDURES
<p>Using Appropriate Words to Name Familiar Objects</p>	<p>Use objects.</p> <p>Place familiar objects on a table in the front of the room. Help pupils with words or phrases which help to identify them. Review by having children find something which comes with a spool.</p> <p>Ask pupils to tell in what salt and pepper are placed with a spoon. Allow the pupils to select objects and give sentences to describe them. Encourage use of proper words in naming objects. Remind pupils to make sentences by using words, such as:</p> <p>Use pictures of objects.</p> <p>Place pictures of familiar objects in the pocket chart. Have pupils earn a picture by identifying it. Tell pupils that each of them has a partner. Tell children that by telling what they have and by what goes with it, they may find their partners.</p> <p>Example: "I have a tube of toothpaste. Who has a toothbrush to go with it?"</p> <p>Encourage the person who has the toothbrush to respond with "I use a toothbrush with toothpaste."</p> <p>Allow the partners to sit together.</p>

TEACHING PROCEDURES

MATERIALS

a table in the front of the room.
 phrases which help to identify the objects.
 find something which comes in slices, pairs, a tube, on
 salt and pepper are placed when they are put on the table.
 objects and give sentences to identify them.
 words in naming objects.
 sentences by using words. such as: I have, this is, here is.

Objects:

- spool of thread
- tube of toothpaste
- slice of bread
- salt shaker
- pepper shaker
- pair of shoes (may be doll shoes)
- pair of socks (may be doll socks)

objects in the pocket chart.
 by identifying it.
 has a partner.
 telling what they have and by asking who has something that
 find their partners.
 a tube of toothpaste. Who has something that is used with
 has the toothbrush to respond, "I have the toothbrush. We
 toothpaste."
 together.

Pictures of familiar objects, such as:

- | | |
|--------------------|----------------|
| pair of shoes | ball |
| pair of socks | bat |
| needle | knife |
| spool of thread | fork |
| toothbrush | hat |
| tube of toothpaste | coat |
| salt shaker | skirt |
| pepper shaker | blouse |
| ice cream | cup |
| cake | saucer |
| slice of bread | butter |
| table | chair |
| umbrella | galoshes |
| shirt | pants |
| soap | straw |
| washcloth | carton of milk |

Pocket chart

SKILLS	TEACHING PROCEDURES
Following Directions	<p>Use objects.</p> <p>Allow pupils to select objects for which appropriate identifying built.</p> <p>Have each pupil identify what he has.</p> <p>Play a tape which gives pupils directions to follow.</p> <p>Include statements, such as:</p> <p style="padding-left: 40px;">Place the salt and pepper shakers on the table in the play</p> <p style="padding-left: 40px;">Hold the needle high in the air.</p> <p style="padding-left: 40px;">Give the spool of thread to the person with the needle.</p> <p>Have the pupils tell what they did with the object.</p>
Building Concepts about Winter	<p>Use a story.</p> <p>Read the story and show pictures from <u>The Snowy Day</u>.</p> <p>Let pupils tell how they have fun in the snow.</p> <p>Encourage pupils to tell how they dress for snowy weather.</p> <p>Ask pupils how they feel when they first go out; when they have time.</p> <p>Ask pupils what they like to do when they go back into the house.</p> <p>Suggest that pupils don their boots, heavy coats, and mittens.</p> <p>Allow children to pantomime scooping up snow and rolling it into a snowman.</p> <p>Encourage children to use their arms to show what a BIG ball they</p> <p>Let pupils roll a small ball for the head.</p> <p>Have children make a small circle with their hands to show the snow head.</p> <p>Have two groups of children show how they could have a snowball.</p>

TEACHING PROCEDURES

MATERIALS

...s for which appropriate identifying vocabulary has been
 ...he has.
 ...s directions to follow.
 ...per shakers on the table in the playhouse.
 ...the air.
 ...d to the person with the needle.
 ...did with the object.

Objects:

those suggested for preceding
 lesson
 plastic fruits
 plastic forks and spoons
 toys—car, boat, plane, truck
 toy furniture

Tape and tape recorder

Keats, Ezra Jack. The Snowy Day.
 New York: The Viking Press,
 1962.

...ures from The Snowy Day.
 ...fun in the snow.
 ...they dress for snowy weather.
 ...when they first go out; when they have been out for a long
 ...do when they go back into the house.
 ...boots, heavy coats, and mittens.
 ...e scooping up snow and rolling it into a big, big ball for
 ...eir arms to show what a BIG ball they've made.
 ...for the head.
 ...circle with their hands to show the size of the snowman's
 ...show how they could have a snowball battle.

SKILLS	TEACHING PROCEDURES
<p>Enriching and Expanding Vocabulary</p>	<p>Encourage the class to notice those who "really" pick up snow throw or duck. Allow another group of children to show what Mother does when after playing in the snow. Say: "I enjoyed watching my friends in the snow today. I saw fun. What did you see?" Encourage the class to review things children did in the pretend</p> <p>Provide direct experiences.</p> <p>Pick a pleasant day when the blue sky is dotted with clouds. Take the children outdoors to look at the sky. Say: "The sky is full of clouds. How do they look to you? Do their shapes make you think of anything you know? How do you think they would feel if you could touch them to be a cloud?" Quote one or two lines about clouds as described in poems, as as a cloud." Discuss possible meaning. Encourage pupils to pantomime "wandering" as a "lonely" cloud</p> <p>Take the children outdoors on a day before a storm. Have pupils indicate which clouds might be thought of as "dark." Encourage pupils to tell how the clouds make them feel. Ask pupils to tell what these clouds mean. Have pupils paint pictures that recall vocabulary heard and used</p>

TEACHING PROCEDURES

MATERIALS

to notice those who "really" pick up snow; make a soft ball;
 children to show what Mother does when children return home
 snow.
 "ng my friends in the snow today. I saw some children having
 e?"
 review things children did in the pretend situations.

on the blue sky is dotted with clouds.
 ors to look at the sky.
 clouds. How do they look to you?
 make you think of anything you know?
 they would feel if you could touch them? How would you like
 s about clouds as described in poems, as: "I wandered lonely
 ng.
 mime "wandering" as a "lonely" cloud.

ors on a day before a storm.
 hich clouds might be thought of as "dark, angry clouds."
 ll how the clouds make them feel.
 hese clouds mean.
 es that recall vocabulary heard and used.

Refer to:

Ferris, Helen. Favorite Poems
 Old and New. Garden City, New
 York: Doubleday, 1957. "A
 Windy Day," p. 191-2; "Daffo-
 dils," p. 218; "Dancing," p. 481.

Farrar, John. Songs for Parents.
 New Haven, Connecticut: Yale
 University Press, 1921. "Song
 for a Child Watching Clouds,"
 p. 225.

Johnson, Eleanor M., and others,
 editors. Treat Shop. Columbus,
 Ohio: Charles E. Merrill Books,
 1966. "Clouds." p. 188.

Drawing paper; paints and brushes.

SKILLS	TEACHING PROCEDURES
	<p>Read short descriptive passages to pupils from poems as Let children talk about and dramatize what the fairies do Have children paint or draw their impressions of fairies</p> <p>Read stories such as: <u>The Rooster Struts</u>. Have pupils study pictures in the book. Ask pupils to listen for the word that tells how the animal swims, leaps, hops, soars. Allow pupils to "be" the animals and move in a similar</p>

TEACHING PROCEDURES

MATERIALS

passages to pupils from poems as "The Child and the Fairies."
 out and dramatize what the fairies do: dance, leap, prance, peep.
 or draw their impressions of fairies.

The Rooster Struts.

ictures in the book.

n for the word that tells how the animal moves: struts, waddles,
 ops, soars.

7 the animals and move in a similar manner.

Johnson, Eleanor M.; Jacobs,
 Leland B.; and Turner, Jo Jas-
 per, editors. Treat Shop. Co-
 lumbus, Ohio: Charles E. Mer-
 rill Books, 1966. "The Child and
 Fairies." p. 86.

Drawing paper, paints, brushes

Author Unknown. The Rooster
 Struts. New York: Golden Press,
 1963

CONTENT
Page 45–Page 57

Kindergarten Level: Speaking Skills

Kindergarten

	Page	
<u>Building and Evaluating Standards</u>		<u>Developing Use of Standard English</u>
Speaking standards	45	Show and Tell
Trip plans	52	"I brought..."
		Summer plans
<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary</u>		Social conversation
Use of "I'm" in dramatic play	46	"may I?"
Pocket chart construction guides	46;47	Tentative
Comparisons between school and home	51	
The "Pledge of Allegiance"	57	<u>Reporting Information</u>
<u>Developing Habitual Use of Patterns of Standard English</u>		Presentations concerning
"Went", "saw", and "I am"	45;46	Physical
Use of "I'm" in dramatic play	46	
Identification of defective speech patterns in imagery and games	49	<u>Answering Questions</u>
		Sequences
		The structure

CONTENT

Page 45-Page 57

Kindergarten Level: Speaking Skills

Page		Page
	<u>Developing Habitual Use of Patterns of Standard English</u>	
15	Show and tell sharing using "I have,"	
32	"I brought"	45;50
	Summer plans, in "I will"	53
	Social courtesies, "please" "thank you" and	
	"may I?"	53;54;55
	Tentative, "maybe" and "I think"	56
	<u>Reporting Information</u>	
16	Presentation of appropriate ideas	
47	concerning personal experiences	50
51	Physical features of the school building	51
57		
	<u>Answering Speaking Questions</u>	
46	Sequences of three ideas	55
46	The structure of a dialogue	56
49		

	Page
<u>Determining Sequences</u>	
Use of pictures to relate experiences	55
 <u>Perceiving Relationships</u>	
Buildings, school, and home	51
Identification of objects and their use	47
Appropriate dialogue for specific events	56
The "Pledge of Allegiance"	57
 <u>Structuring Sentences (and Paragraphs)</u>	
Sentence sense	45
Pretending, "I am" and "I'm"	45;46
"I have," "It is," "here is," in classification	47
Spontaneous sentences about imaginary packages	49

Structuring Sentences

Sentence sense
Spontaneous sentences

Conversing

"Went and saw"
A small group
Presentation of
Social courtesies

Organizing Ideas

Classification of
Personal experiences
Trip plans
Questions to organize
middle, and end

Kindergarten Level: Speaking Skills

Page		Page
	<u>Structuring Sentences (and Paragraphs)</u>	
..... 55	Sentence sense in storytelling	45;55
	Spontaneous simple sentences	49;56
	<u>Conversing</u>	
..... 51		
..... 47	"Went and saw" and "I am"	45
..... 56	A small group discussion	52
..... 57	Presentation of summer plans	53
	Social courtesies through dramatic play	53
	<u>Organizing Ideas</u>	
..... 45		
... 45;46	Classification of toys and clothes	47
	Personal experiences	50
..... 47	Trip plans	52
..... 49	Questions to order ideas, beginning, middle, and end	56

	Page
<u>Storytelling</u>	
Experiential stories	55
 <u>Interpreting Information</u>	
The "Pledge of Allegiance"	57
 <u>Interpreting Mood</u>	
Things, animal characters, and persons	46;50;53-56
 <u>Finding and Contrasting Main Ideas</u>	
Differences between buildings, school, and home	51

Reviewing

Standards for

Kindergarten Level: Speaking Skills

Page

Page

Reviewing

..... 55

Standards for speaking 45;50-51

..... 57

.. 46;50;53-56

..... 51

SPEAKING

Create An Atmosphere To Encourage Speaking

SKILLS

TEACHING PROCEDURES

Building Standards

Set up standards for speaking.

Speak so that all can hear.

Look at the children.

Tell something interesting.

Provide opportunity for the children to apply speaking standards.

Developing Sentence Sense

Encourage children to bring toys to share.

Ask pupils to tell about their toys using such words as:

I have _____ I can _____

This is _____ Here is _____

Provide the children with a model by saying: "I have a camera. I and take a picture."

Use the same idea and have pupils identify objects in the classr

Using Went and Saw

Have pupils tell about trips which they have taken.

Encourage pupils to use the words I went and I saw.

Using I Am

Place a number of items on a table in front of the room.

Let class members decide who in the family would probably use

Ask children to pretend to be that person.

Set a pattern by saying, "I am Mother. I will sweep the floor."

Have children follow the pattern which you set.

Listen for and note any child who is having difficulty in saying,

Create An Atmosphere To Encourage Speaking

SPEAKING

TEACHING PROCEDURES

MATERIALS

aking.
 hear.
 esting.

the children to apply speaking standards.

o bring toys to share.
 ut their toys using such words as:
 _____ I can _____
 _____ Here is _____

with a model by saying: "I have a camera. I can push this button
 ."

d have pupils identify objects in the classroom.

t trips which they have taken.
 se the words I went and I saw.

ms on a table in front of the room.
 ecide who in the family would probably use the items.
 end to be that person.
 ng, "I am Mother. I will sweep the floor."

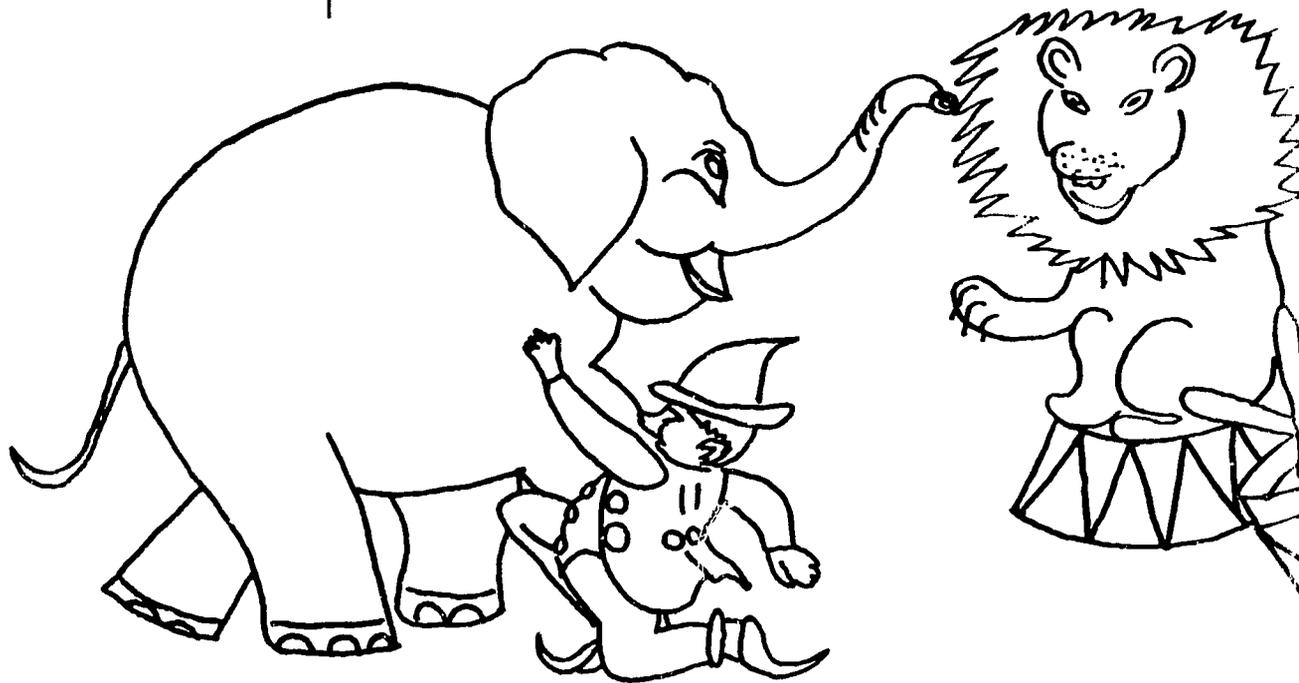
the pattern which you set.
 ny child who is having difficulty in saying, I am.

Camera

Objects:

- toys—balls, ropes, cars, trucks
- plastic tools—hammer, saw, pliers, screw driver, paint brush
- broom
- iron
- dishcloth
- plastic dishes

SKILLS	TEACHING PROCEDURES
<p>Saying <u>I Am</u> Correctly</p>	<p>Let pupils pretend to be toys, animals, characters from Have children use the words <u>I am</u> in sentences to identify t Ask children to move or sound like the thing, animal o represent.</p>
<p>Participating in Dramatic Play</p>	<p>The contracted form, <u>I'm</u>, appropriately used, is acceptable</p>



TEACHING PROCEDURES

MATERIALS

...s, animals, characters from storyland, circus people.
I am in sentences to identify themselves.
...ound like the thing, animal character, or person they

List of things to "be"

Toys:

top ball walking doll Ma-ma
doll drum horn an airplane
train

Animals:

lions elephant duck owl
rabbit rooster cow frog fish
bird cat dog

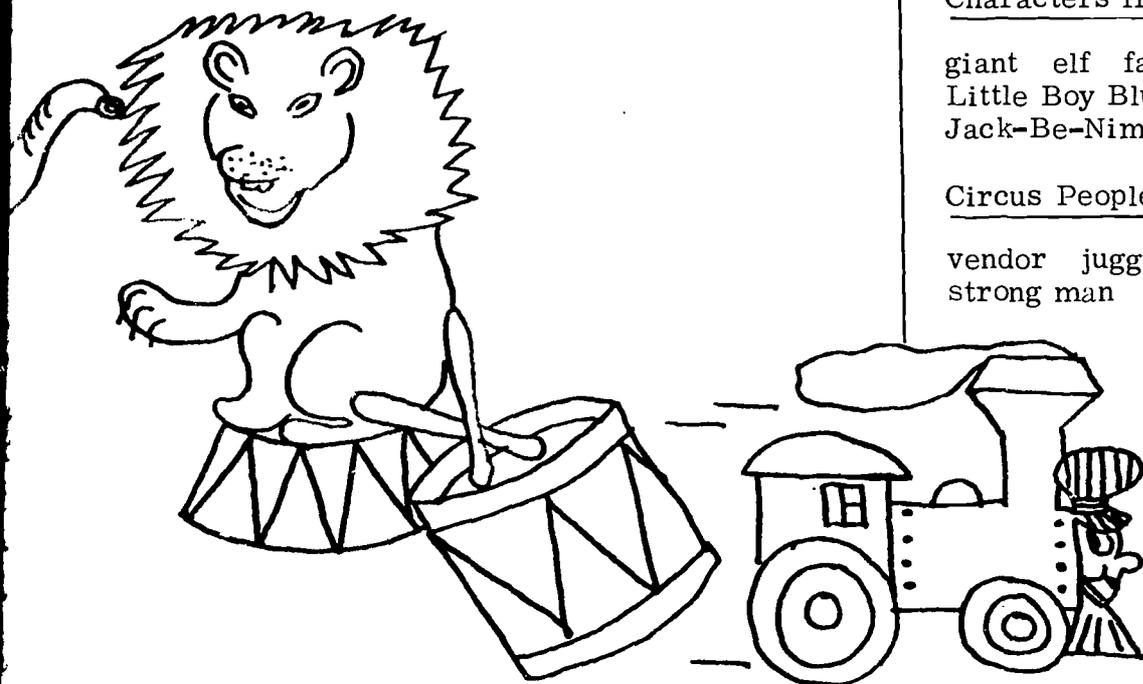
Characters from Storyland:

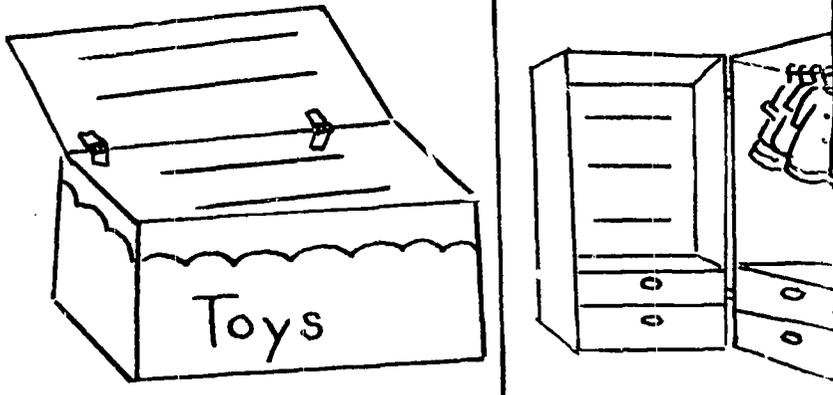
giant elf fairy cat with fiddle
Little Boy Blue Little Miss Muffet
Jack-Be-Nimble

Circus People:

vendor juggler lion tamer
strong man clown

...ropriately used, is acceptable and should be encouraged.



SKILLS	TEACHING PROCEDURES
<p>Developing Skill in Classifying</p>	<p>Use teacher-made pocket charts.</p> <p>Discuss pocket charts being used. Allow pupils to name the places or things represented by the charts. Encourage several pupils to name things which they might see by the pocket charts.</p> <p>Give each child a picture which belongs in a pocket of one of the charts. • Have each child identify his picture and tell where he will put it.</p> <p>Place cut-outs of toys and clothing in a pocket chart. Let each pupil select and name an item. Place a toy on one side of the pocket chart. Say: "I have a top. It is a toy." Place a piece of clothing on the other side of the pocket chart. Say: "Here is a coat. It is something to wear." Let each child come up, tell what he has, classify it as a toy or clothing, and place it on the appropriate side of the pocket chart.</p> 

TEACHING PROCEDURES

MATERIALS

used.
 names or things represented by the pocket charts.
 name things which they might see in the places indicated
 which belongs in a pocket of one of the charts.
 picture and tell where he will put it.
 something in a pocket chart.
 name an item.
 pocket chart.
 " "
 the other side of the pocket chart.
 something to wear."
 what he has, classify it as a toy or something to wear,
 appropriate side of the pocket chart.

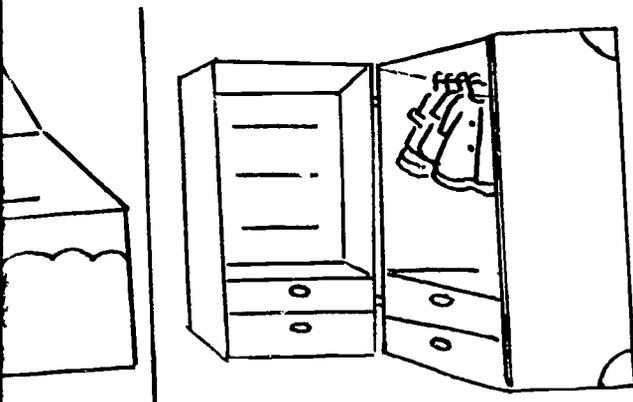
Examples of teacher-made pocket charts:

airplane hangars (for matching colors)
 refrigerator trunk zoo
 farm land sea air

 see accompanying picture
 (p. 48)

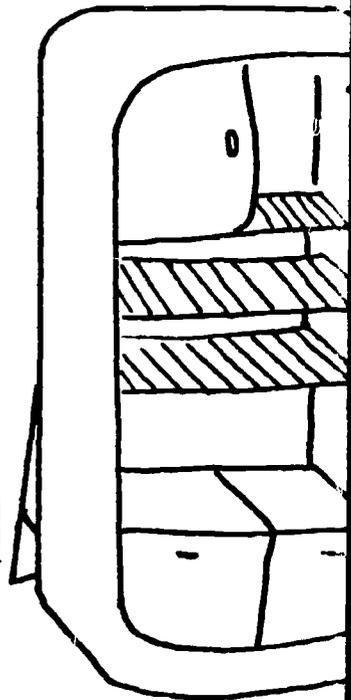
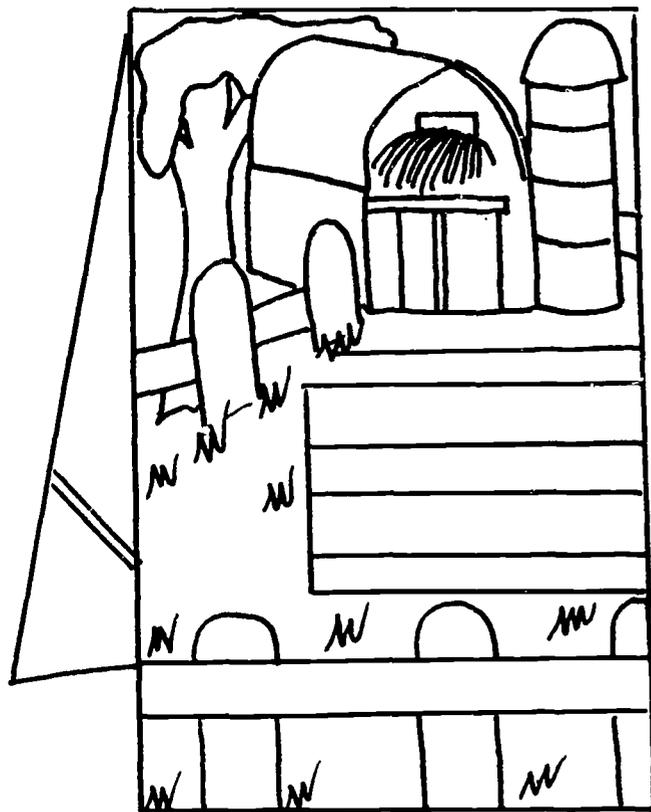
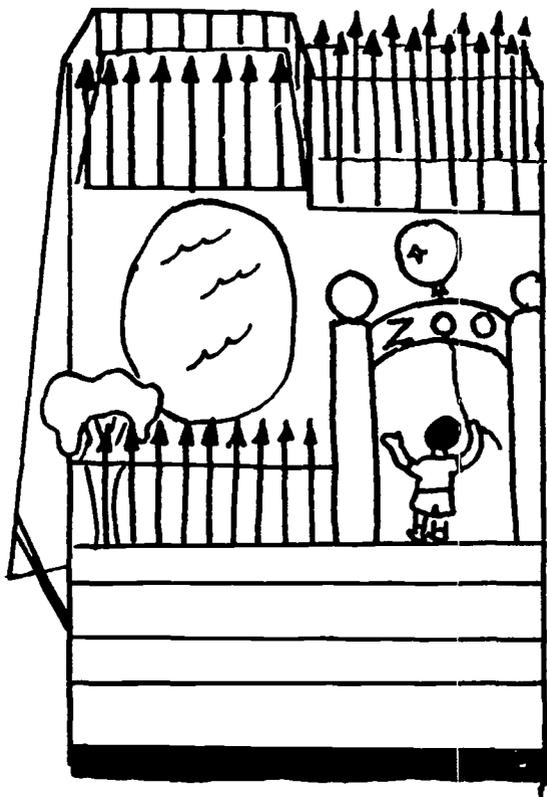
Pictures suggested by pocket charts.

Pocket chart
 Pictures for each child of
 toys
 clothing



SKILLS

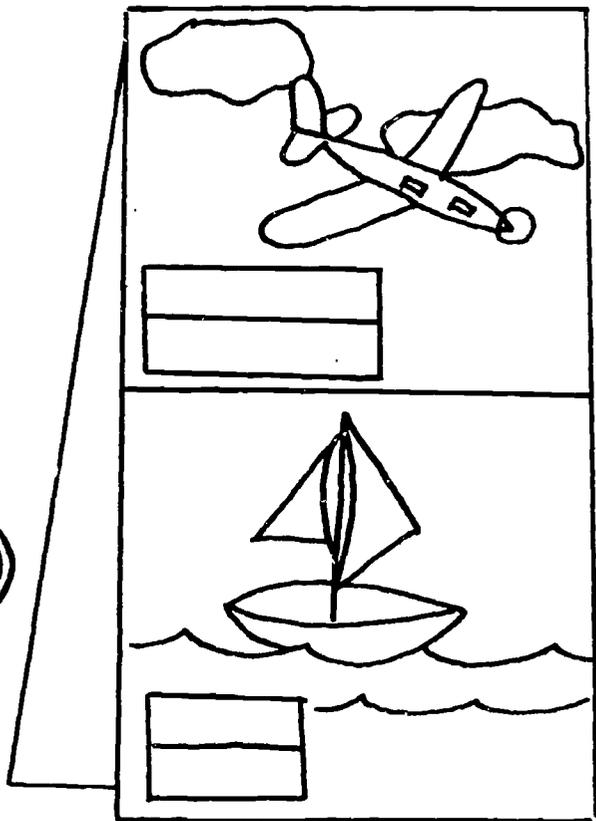
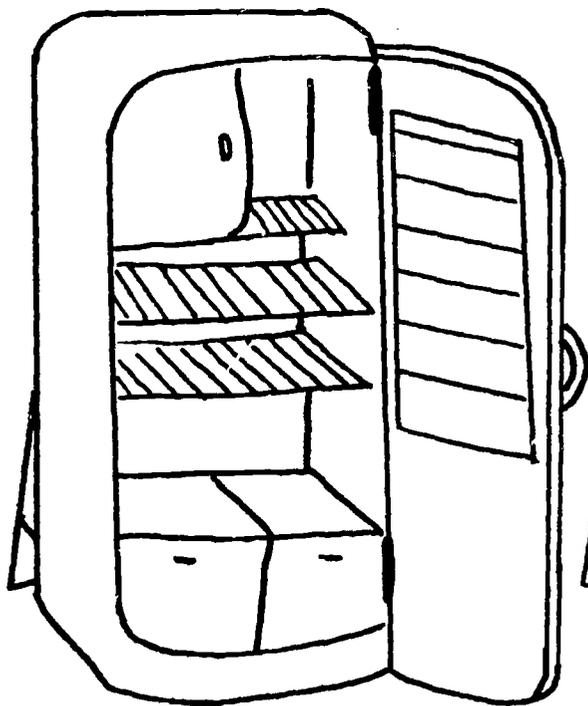
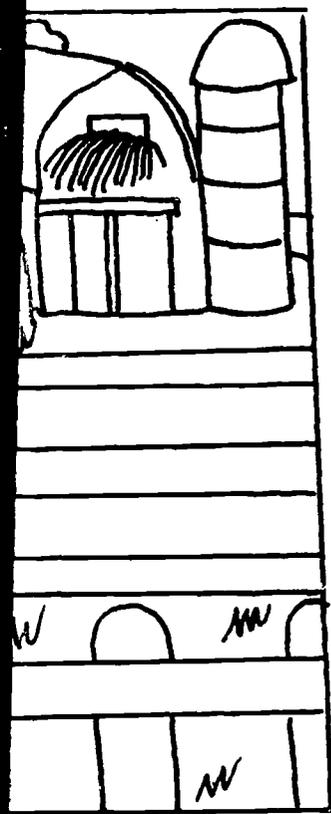
TEACHING PROCEDURES

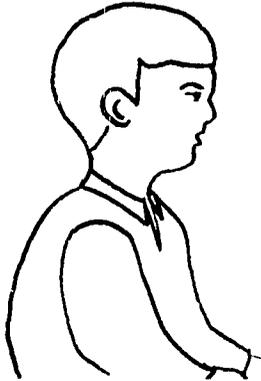


* Pocket Charts

TEACHING PROCEDURES

MATERIALS



SKILLS	TEACHING PROCEDURES
<p data-bbox="269 1025 651 1090">Giving Simple Sentences Spontaneously</p>	<p data-bbox="751 1025 1689 1223">Have boys carry an imaginary package into the classroom. Tell the children the box is filled with make-believe packages. Give each child a package. Have the children untie and open their surprises. Ask each child to tell about the surprise in his package. Note help needed for changes in speech patterns.</p> <p data-bbox="751 1323 1065 1354">Use language games.</p> <p data-bbox="800 1389 1730 1613">Show a large picture of someone who appears to be looking at something. Ask pupils what they think the person is looking at. Have pupils suggest ideas appropriate to a specific category, such as animals, safety helpers. Ask: "At what toy do you think the boy is looking?" Note pupil's ability to give fitting responses in sentences as indicated.</p> <p data-bbox="869 1651 1689 1715">* Examples: I think he is looking at a ball. Maybe the boy is looking at a red wagon.</p> <p data-bbox="800 1749 1711 1813">Turn picture over exposing an appropriate picture which the child is observing.</p> 

TEACHING PROCEDURES

MATERIALS

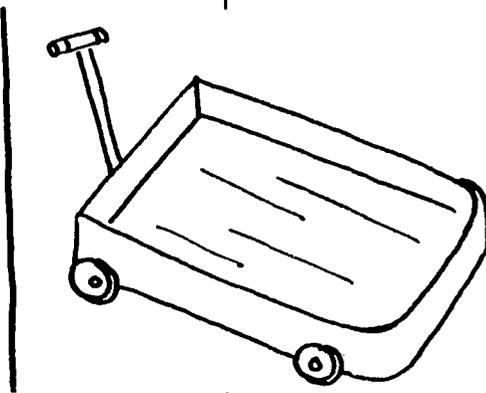
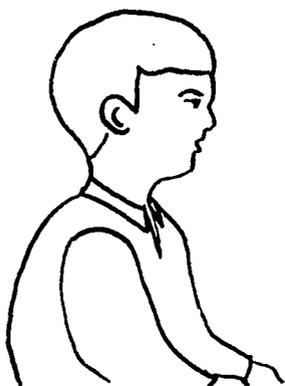
Primary package into the classroom.
is filled with make-believe packages.
and open their surprises.
out the surprise in his package.
ages in speech patterns.

of someone who appears to be looking at something.
think the person is looking at.
ideas appropriate to a specific category, such as: toys, clothing,
papers.
"Do you think the boy is looking?"
to give fitting responses in sentences according to the category

think he is looking at a ball.
maybe the boy is looking at a red wagon.

posing an appropriate picture which the person could have been

Mounted magazine pictures
or
Pictures from a child's coloring
book or old workbook



SKILLS	TEACHING PROCEDURES
<p>Reporting</p> <p>Presenting Appropriate Ideas Concerning Personal Experiences</p>	<p>Place Mary Brown, a doll with felt backing, on the flannel board. Allow Mary Brown to introduce herself, thus providing children with a model for speaking well.</p> <p>Place a toy on the flannel board that helps to show how Mary Brown has fun at home.</p> <p>Have Mary tell how she has fun at home.</p> <p>Encourage children to tell two things about themselves using the flannel board figures as a guide.</p> <p>Add more items to the flannel board after children learn to tell about their experiences.</p> <p>Have pupils give additional information about the number of items they have; where they live; with whom they live.</p> <p>Use "show and tell" experiences.</p> <p>Have children bring toys to share.</p> <p>Provide children with a model for speaking by first sharing their own experiences.</p> <p>Say: "I brought a puppet for you to see. His name is Mr. Glick. I can make him talk like this, 'Hello, children.'"</p> <p>Explain that the puppet also wants to share something.</p> <p>Let puppet tell children that he has a book.</p> <p>Garble the word so that it is not clear.</p> <p>Suggest that the children speak very clearly when they tell about the things they brought to share in order to help Mr. Glick.</p> <p>Remind pupils of their standards for speaking. See page 45 of the book.</p>

TEACHING PROCEDURES

MATERIALS

doll with felt backing, on the flannel board.
introduce herself, thus providing children with a model for
flannel board that helps to show how Mary has fun.
e has fun at home.
to tell two things about themselves using the flannel board pic-
flannel board after children learn to tell two things well.
ditional information about the number of sisters and brothers
hey live; with whom they live.

Pictures with felt backings:
doll
toy
small boy and girl dolls
house
larger figures representing
Mother and Father

periences.
ys to share.
n a model for speaking by first sharing something with them.
pet for you to see.
Glick.
talk like this, 'Hello, children.'"
et also wants to share something.
en that he has a book.
at it is not clear.
dren speak very clearly when they tell about the things which
are in order to help Mr. Glick.
r standards for speaking. See page 45 of this guide.

Puppet
Storybook

SKILLS

TEACHING PROCEDURES

Let pupils tell what they have and how they use them.
 Have Mr. Glick try again. "I have a book.

I will read one of my favorite stories to you

Have pupils tell Mr. Glick which standard he used well.
 Have pupils tell other standards they remembered to use.

Use trips.

Take children for a walk to observe their school more carefully.
 Ask children to notice the material of which the building is made.
 Have children look at the top to notice the flag.
 Ask children to think of ways in which the school is different from their home.
 Encourage pupils to notice that the building may be bigger than their house
than their house; may have more windows, or more doors.
 Have pupils return to the room to draw their school.
 Label the pictures.
 Allow several pupils to use their pictures to tell about their school.
 Encourage pupils to tell two things about their school, such as:

This is my school.
 It is big. (has three stories)

Here is my school.
 It has a flag on top.

I drew a picture of my school.
 It has many windows. (three doors)

Here is _____ School.
 It is made of brick.

HING PROCEDURES

MATERIALS

nd how they use them.
ave a book.
will read one of my favorite stories to you later."
n standard he used well.
s they remembered to use.

erve their school more carefully.
rial of which the building is made.
notice the flag.
which the school is different from their homes.
at the building may be bigger than their house, taller
more windows, or more doors.
to draw their school.

ar pictures to tell about their school.
ngs about their school, such as:

Here is my school.
It has a flag on top.

ool.
e doors)

chool.

Drawing paper
Crayons

SKILLS	TEACHING PROCEDURES
<p>Discussing</p> <p>Planning a Trip</p>	<p>Help pupils understand their responsibility in listening and discussions.</p> <p>Say: "Many times we will come together for a <u>class talk</u>. Your big brothers and sisters call this a <u>discussion</u>. In a class talk we must have good thinkers who will share what we should do. We must listen carefully to ideas that others have.</p> <p>Today we would like to make plans for our trip to the farm. I must be sure your mothers know about the trip and will be able to take the car.</p> <p>Ask: "How can I find out whether you will be able to take the car? What do you think Mother will want to know? What do you think you will see at the farm?"</p> <p>Evaluate by recalling suggestions that were especially thoughtful.</p>
<p>Speaking and Listening to Others in Small Group Discussion.</p>	<p>Bring eight or ten children together. Place a number of toys which represent familiar objects on a table. Encourage pupils to tell what the object is and how they have seen it. Stimulate additional comments by asking: "Can anyone tell how this is different from this?"</p> <p>Ask: "Why was this a good talk or discussion?"</p>

TEACHING PROCEDURES

MATERIALS

and their responsibility in listening and speaking during discus-

we will come together for a class talk.

Others and sisters call this a discussion.

Talk we must have good thinkers who will share ideas about things

We must listen carefully to ideas that others give.

ould like to make plans for our trip to the farm.

Are your mothers know about the trip and will let you go."

Find out whether you will be able to take the trip?

What do you think Mother will want to know?

What do you think you will see at the farm?"

Accepting suggestions that were especially thoughtful.

Bring children together.

Use toys which represent familiar objects on a table.

Ask them to tell what the object is and how they have seen it used.

Encourage comments by asking: "Can anyone tell how someone else uses

Was it a good talk or discussion?"

Plastic toys, such as:

hammer	stethoscope
saw	thermometer
pliers	hypodermic needle
screwdriver	battery

SKILLS	TEACHING PROCEDURES
Sharing Summer Plans	<p>Use seasonal experiences.</p> <p>Allow pupils to select pictures showing places where they could do during the summer. Have pupils study pictures. Ask: "What would you like to do this summer? Where would you go?" Provide pupils with a pattern by showing an appropriate picture enjoy camping near the woods this summer." Help pupils describe places and activities clearly and accurately. Permit several pupils to pantomime the activities they describe.</p>
Conversing Developing the Social Courtesies	<p>Create situations to use social courtesies in a natural way.</p> <p>Place a variety of playthings on a table in front of the room.</p> <ul style="list-style-type: none"> * Ask children to identify the toys. <p>Tell children they may play with the toys, but that they must use when asking for permission and <u>Thank you</u> when given permission. Suggest that the rest of the class listen for these expressions. Allow the child to show the class how he plays with the toy if polite.</p> <p>Provide the children with a situation for role playing. Say: "Several children are playing in front of their houses. She requests permission to join her friends."</p>
Participating in Dramatic Play	

TEACHING PROCEDURES

MATERIALS

pictures showing places where they could go and things they
 summer.
 res.
 like to do this summer?
 go?"
 pattern by showing an appropriate picture and saying, "I will
 the woods this summer."
 places and activities clearly and accurately.
 to pantomime the activities they describe.

Pictures showing activities:

- in the neighborhood
- at the beach
- at the park, playground, zoo,
swimming pool
- at the farm
- in the city
- in the country
- in the forest

social courtesies in a natural way.

things on a table in front of the room.
 the toys.
 play with the toys, but that they must use the words May I
 mission and Thank you when given permission.
 the class listen for these expressions.
 how the class how he plays with the toy if he remembers to be

Toys. such as: rope, ball, doll, toy
 car, airplane, telephone, plastic
 hammer, plastic saw, iron,
 broom.

with a situation for role playing.
 are playing in front of their house One child is indoors.
 mission to join her friends."

SKILLS

TEACHING PROCEDURES

Discuss how the children could have fun; how the little girl
 for permission to go out; what probably happened when
 Stress the use of the words, May I.
 Select someone to be Mother.
 Encourage children to suggest things which Mother could
 (sewing; reading; ironing)
 Select the child and allow the mother and daughter to act
 situation. (Child could ask, "Mother, may I go out to
 dren?")
 Remind the class to listen for the words, May I.
 Permit several children to pantomime playing ball; jumping
 a ride.
 Have the child greet playmates and ask permission to play
 Evaluate the reactions of others when someone uses polite words.
 Let a new group of children role-play the same situation
 the class or teacher.
 Suggest that pupils remember to use the words, May I, at home.
 Ask pupils to report occasions on which they used the expression.

Provide the idea for a pretend telephone conversation.
 Say: "Mother says you may invite Michelle over for
 Michelle's mother, Mrs. Jones, if Michelle may
 Pretend to be Mother.
 Dial the number for the child.
 Identify yourself and pretend to exchange a friendly greeting.

TEACHING PROCEDURES

MATERIALS

the children could have fun; how the little girl could have asked Mother permission to go out; what probably happened when she went out.
 e of the words, May I.
 ne to be Mother.
 hildren to suggest things which Mother could be doing in the house.
 eading; ironing)
 hild and allow the mother and daughter to act out the beginning of the
 (Child could ask, "Mother, may I go out to play with the other chil-
 lass to listen for the words, May I.
 al children to pantomime playing ball; jumping rope; taking a doll for
 d greet playmates and ask permission to play with one of the toys.
 eactions of others when someone uses polite words and a pleasant voice.
 roup of children role-play the same situation without suggestions from
 or teacher.
 pupils remember to use the words, May I, at home.
 e report occasions on which they used the expression.
 e idea for a pretend telephone conversation.
 other says you may invite Michelle over for lunch, but you must ask
 chelle's mother, Mrs. Jones, if Michelle may come."
 o be Mother.
 umber for the child.
 ourself and pretend to exchange a friendly greeting with Mrs. Jones.

A telephone

SKILLS	TEACHING PROCEDURES
<p>Storytelling Telling Experiential Stories Using Simple Sequence</p>	<p>Explain that your daughter would like to speak. Remind children to listen as the child greets Mrs. Jones and calling.</p> <p>Remind children to listen for use of the words, <u>May I</u>. Ask class to recall ways in which the child was friendly. Ask if the child said, "<u>May</u> Michelle come to lunch"</p> <p>Show pictures of various modes of transportation. Have children identify each. Display a set of three related travel pictures. Ask pupils to pretend they are in the pictures. ★ Say: "Tell how you went for a ride. What happened during the trip? Tell how you felt afterward." Let pupils use the pictures displayed in order to gain suggestions question.</p> <p>Provide numerous experiences of this type using the travel idea.</p> <p>Ask pupils to draw a picture of something in which they have ridden. Ask pupils to be ready to tell a story using the three ideas above and promote sentence sense in storytelling. Set a pattern for the children by telling an experience, such as: I went to Ohio on a train. The train stopped many times to pick up newspapers and mail. I felt very glad when we finally reached Ohio.</p> <p>Display three pictures of a situation within the children's experience. Have children independently create a story around the three pictures. Help pupils understand that stories should have a beginning, a middle, and an end.</p>

TEACHING PROCEDURES	MATERIALS
<p>daughter would like to speak. listen as the child greets Mrs. Jones and explains her reason for listen for use of the words, <u>May I</u>. ways in which the child was friendly. d, "<u>May Michelle</u> come to lunch"</p> <p>us modes of transportation. each. related travel pictures. they are in the pictures. ent for a ride. uring the trip? afterward."</p> <p>ures displayed in order to gain suggestions for answering each</p> <p>periences of this type using the travel idea.</p> <p>icture of something in which they have ridden. ty to tell a story using the three ideas above to guide organization nce sense in storytelling. hildren by telling an experience, such as: train. many times to pick up newspapers and mail. en we finally reached Ohio.</p> <p>y of a situation within the children's experience. dently create a story around the three pictures. d that stories should have a beginning, a middle part, and an end.</p>	<p><u>Pictures</u> of a car, a bus, a train, an airplane, a boat</p> <p><u>A set of three pictures</u> to guide pupils in giving reports Example: a car a car being serviced at the gasoline station smiling children looking out of the car window</p> <p>A set of three pictures that tell a story such as the three suggested above.</p>

SKILLS	TEACHING PROCEDURES
<p>Giving Simple Sentences Spontaneously</p> <p>Making Announcements</p>	<p>Help pupils add dialogue by asking: What do you think Father said when he ran out of gas? How did the children feel then? What could they have said? What do you think Father said to the attendant? What did children say as they continued their trip? Let pupils use puppets to act out the story.</p> <p>Display three pictures with no concern for order. Have a pupil show which should come first, second, last. Have the pupil create a story around the three pictures.</p> <p>Remind pupils that good stories have a beginning, a middle part, and an end.</p> <p>Have children pretend that the circus is coming to town. Let children guess which animals will come past in the circus parade. Encourage children to use the words <u>maybe</u> and <u>I think</u> when they guess. will be in the parade. Let children place animals for which there are flannel cut-outs in the flannel board. Ask pupils to suggest other performers who might be in the show. Have pupils place these performers on the flannel board. Have pupils tell and show, if possible, what the performers will do. Ask the class to determine which acts were best. Have one child act as ringmaster. Suggest that he announce each act that the class chose. Encourage the ringmaster to make each act sound exciting so that the children feel as if it were at the circus.</p>

TEACHING PROCEDURES

MATERIALS

by asking:
 father said when he ran out of gas?
 how did he feel then?
 what did he say?
 what did the father say to the attendant?
 what did they say as they continued their trip?
 how did they act out the story.

with no concern for order.
 which should come first, second, last.
 tell the story around the three pictures.

and stories have a beginning, a middle part, and an end.

that the circus is coming to town.
 which animals will come past in the circus parade.
 use the words maybe and I think when they guess which animals
 are.

animals for which there are flannel cut-outs in the "parade" on the

other performers who might be in the show.
 use the performers on the flannel board.
 now, if possible, what the performers will do.
 determine which acts were best.
 ringmaster.
 choose each act that the class chose.
 ringmaster to make each act sound exciting so that the class will really
 enjoy the circus.

Puppets
 Father
 two children
 gasoline station attendant
 Car

Sequence pictures

Flannel Board
 "The Circus." Instructo Products Co., Division of Jacrona Mfg. Co., Philadelphia, Pennsylvania.

SKILLS	TEACHING PROCEDURES
<p>Developing an Understanding and Appreciation of the "Pledge of Allegiance"</p>	<p>Help pupils say the words in the "Pledge of Allegiance":</p> <p>Ask pupils if they have ever made a promise. Encourage children to share promises which they have made. Ask pupils if Mother has ever promised them something. Allow pupils to tell about such occasions. Help pupils understand that making and keeping a promise is important. Call attention to the flag. Help children identify colors in the flag. Ask pupils where they have seen the flag. Have pupils tell what they think the flag means. Help pupils understand that the flag stands for many, many things in places that serve families like ours. Tell pupils that the flag stands for our country, the United States. Tell pupils that every day at school we make a promise to love our country. Let pupils share ways in which they show their love at home. Guide pupils in recognizing how they have shown love at school. Tell pupils that we use some very big words to make this promise. Say the "Pledge of Allegiance" and show pupils how to stand. Ask pupils what they will be promising when they say the "Pledge of Allegiance". Help pupils with the words: <u>pledge</u>, <u>allegiance</u>, <u>Republic</u>, <u>liberty</u>, <u>justice</u>. Have pupils assume the proper position. Say phrases for the children to repeat.</p>

TEACHING PROCEDURES

MATERIALS

words in the "Pledge of Allegiance":

Children have ever made a promise.
 Children to share promises which they have made.
 Whether has ever promised them something.
 Tell about such occasions.
 Understand that making and keeping a promise is a way of showing love.
 of the flag.
 Identify colors in the flag.
 Describe they have seen the flag.
 Explain what they think the flag means.
 Understand that the flag stands for many, many homes, schools, and
 serve families like ours.
 Understand the flag stands for our country, the United States.
 Explain every day at school we make a promise to love our homes and school.
 Describe the ways in which they show their love at home.
 Recognize recognizing how they have shown love at school.
 Explain we use some very big words to make this promise.
 Read the "Pledge of Allegiance" and show pupils how to stand.
 Explain they will be promising when they say the "Pledge."
 Explain with the words: pledge, allegiance, Republic, one nation, indivisible,
and God.
 Assume assume the proper position.
 Ask the children to repeat.

CONTENT
Page 59–Page 100

Readiness Level: Listening Skills

Readiness

Building and Evaluating Standards

	Page
Listening chart, pictures, and story	63
Trip manners	88
Social amenities for the lunchroom	92

Developing Concepts and Vocabulary,
Reinforcing Vocabulary, Enriching
and Expanding Vocabulary

Art awareness, picture study	65
Vocabulary related to size	66
Action words	68-71
Records and pictures to extend vocabulary	69-71
Color	73
Descriptive words using the "Touch Box"	75-76
About pairs	76-77
Positional and directional words	78
About our school	80-82
Time concepts, daily plans	83-87
Rhyme — "A Diller, A Dollar"	85
Interpretation — "Hickory Dickory Dock"	86-87
Picture interpretation	87
Concept of ordinal numbers	87

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and Exp

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Fru
Good

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Lang
siz
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com
Role

CONTENT

Page 59–Page 100

Readiness Level: Listening Skills

Page		Page
	<u>Developing Concepts and Vocabulary</u>	
	<u>Reinforcing Vocabulary, Enriching</u>	
	<u>and Expanding Vocabulary</u>	
..... 63		
..... 88		
..... 92		
	The farm, animals, buildings, and	
	activities	89
	Baby farm animals	90
	"Mystery Bag" Game	91
	Discovery through the senses of	
	smell and taste	92
	Fruits	91-94
	Goods and services	96-99
..... 65		
..... 66		
..... 68-71		
..... 69-71		
..... 73		
..... 75-76		
..... 76-77		
..... 78		
..... 80-82		
..... 83-87		
..... 85		
..... 86-87		
..... 87		
..... 87		
	<u>Following Directions</u>	
	Language games for color, number,	
	size or shape	62
	Teacher-made tape, an activity using	
	concrete objects	62
	Role-playing "a top"	68

	Page
<u>Recalling Information to Answer Specific Questions</u>	
Description of Ourselves	64-65
Picture and story of words which indicate position	78
School family.....	81
A role-play activity about school personnel.....	81-82
Trip follow-up.....	81
Experience charts, goods and services	99

Listening for Specific Information

Personal information, an interview on TV	67
A story — "Chicken Little"	94-95
A song — "How Many People Live in Your Home?"	96
Parents as resource persons, goods and services	96-97
Familiar storybook characters	100

Listening for Answers to Specific Questions

A story — "Chicken Little"	94
----------------------------------	----

Determining Sequen

A story — "The
Picture story —
A story — "Chic
activity using p

Perceiving Relation

Animal relations
Riddles, using of
and their mean
Class and origin
'Peter Rabbit'
Comparison of d
Roles of family
Workers and ser
Identification of
pictures

Storybook charac

Readiness Level: Listening Skills

	Page
<u>Determining Sequence</u>	
A story — "The Old Woman and Her Pig"	60
Picture story — "Let's Take a Walk"	87
A story — "Chicken Little", an activity using puppets and headbands	95
 <u>Perceiving Relationships</u>	
Animal relationships	90
Riddles, using clues to associate words and their meanings	92
Class and origin relationships, "Peter Rabbit" and "The Three Pigs"	93
Comparison of different kinds of fruit	93
Roles of family members, goods and services	96
Workers and services	97-99
Identification of familiar stories with pictures	100
Storybook characters	100

	Page
<u>Finding and Contrasting Main Ideas</u>	
Poetry — "The Puppy and I"	60
Picture Study — "Let's Take a Walk"	87-88
Familiar stories.....	100
 <u>Forming Conclusions</u>	
Familiar situations	79
 <u>Reviewing</u>	
A story — "Chicken Little"	95
 <u>Interpreting What Is Heard</u>	
Musical interpretation — "Nothing to Do"	68
Familiar sounds	72
Nursery rhymes	72;86
Rhyming words — "What Is Red?"	74

Developing
Patterns of

"Is" and
Words en
Action w
parts o
Identific
Message
Descript
sentenc
A story u
"Chicke

Enjoying a S

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"Chicken
"Peter R

Readiness Level: Listening Skills

Page		Page
	<u>Developing Habitual Use of Patterns of Standard English</u>	
..... 60		
..... 87-88	"Is" and "are"	70
..... 100	Words ending with "ing"	70
	Action words associated with	
	parts of the body	70-71
	Identification and repetition of sounds	71
	Messages for school personnel	82
	Descriptive words in structured	
	sentences	91
..... 79	A story using felt cut-outs of fruits —	
	"Chicken Little"	94-95
	<u>Enjoying a Story</u>	
..... 95	"The Three Pigs"	93
	"Blueberries for Sal"	94
	"Chicken Little"	94
	"Peter Rabbit"	93
..... 68		
..... 72		
..... 72;86		
..... 74		

Readiness Level: Listening Skills

	Page
<u>Enjoying a Poem</u>	
"The Puppy and I", an activity with puppets	60
 <u>Organizing Ideas</u>	
A neighborhood walk	87

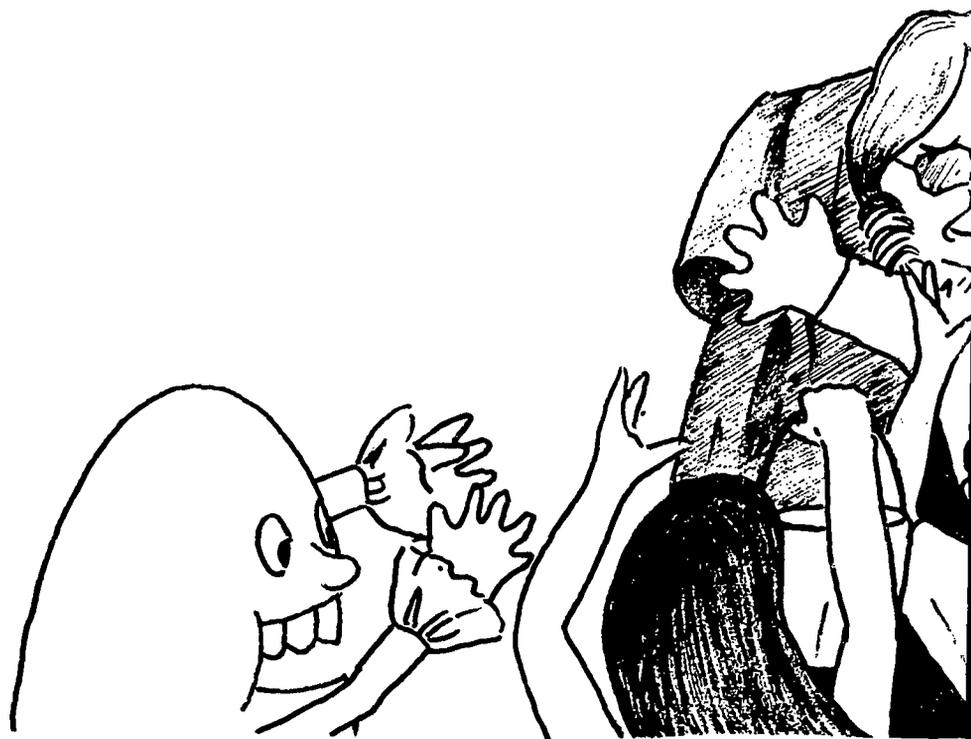
LISTENING

Continue To Build Habits And Awareness Of Listening

SKILLS

TEACHING PROCEDURES

Provide enjoyable listening experiences which will stimulate pupils



Build Habits And Awareness Of Listening

LISTENING

TEACHING PROCEDURES

MATERIALS

experiences which will stimulate pupils to want to listen.

Stories, poems, rhymes, finger plays, puppets, games, music



SKILLS	TEACHING PROCEDURES
Determining Sequence	<p>* Use stories:</p> <p>Tell the story of "The Old Woman and Her Pig." Have children listen to recall each of the things that the old woman had. Allow children to place flannel cut-outs of each thing on the flannel board. Help pupils use reasoning to rearrange items in the order in which they occurred in the story. Let eleven different children tell parts of the story representing the items on the cut-outs.</p> <p> Two or three lessons may be necessary if the class is inexperienced with this type of activity. This story is easily adapted to dramatization.</p>
Finding the Main Idea	<p>* Use poems:</p> <p>Ask pupils whom they would choose for an out of school companion and why. They should have a good time. Allow pupils to discuss preferences, giving reasons for choices. Give children crayons and drawing paper. Tell them to listen carefully to a poem to find out what companion the poet chose. Read "Puppy and I" (omitting the title). Have pupils draw the one that the little boy joined. Check drawings to see that pupils drew a puppy. Encourage pupils to tell what they think the title of the poem could be. Let pupils compare their titles with the poet's. Encourage discussion of how the puppy and little boy had fun. Let children illustrate this.</p>
Interpreting a Poem	

TEACHING PROCEDURES	MATERIALS												
<p>Old Woman and Her Pig."</p> <p>1. List each of the things that the old woman met.</p> <p>2. Make flannel cut-outs of each thing on the flannel board.</p> <p>3. Rearrange items in the order in which they occurred in the story.</p> <p>4. Have students tell parts of the story represented by the flannel cut-outs.</p> <p>5. A dramatization may be necessary if the class is immature. Adapted to dramatization.</p> <p>6. Have students choose for an out of school companion if they wanted to.</p> <p>7. Give references, giving reasons for choices.</p> <p>8. Use drawing paper.</p> <p>9. Refer to a poem to find out what company the little boy in the poem had (give the title).</p> <p>10. Ask what the little boy joined.</p> <p>11. Have pupils draw a puppy.</p> <p>12. Ask what they think the title of the poem could be.</p> <p>13. Compare titles with the poet's.</p> <p>14. Ask how the puppy and little boy had fun.</p>	<p>Refer to: Arbuthnot, May Hill. <u>Time for Fairy Tales</u>. New York: Scott, Foresman and Co., 1952. p. 7.</p> <p>Flannel board</p> <p><u>Pictures or flannel cut-outs of:</u> The Old Woman</p> <table border="0"> <tr> <td>Dog</td> <td>Ox</td> <td>Cat</td> </tr> <tr> <td>Stick</td> <td>Butcher</td> <td>Cow</td> </tr> <tr> <td>Fire</td> <td>Rope</td> <td></td> </tr> <tr> <td>Water</td> <td>Rat</td> <td></td> </tr> </table> <p>See also: <u>The Old Woman and Her Pig</u>. New York: Holt, Rinehart and Winston, 1963. 24 pp.</p> <p>Refer to: Arbuthnot, May Hill. <u>Time for Poetry</u>. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961, 1952. p. 45.</p> <p>Drawing paper, crayons</p>	Dog	Ox	Cat	Stick	Butcher	Cow	Fire	Rope		Water	Rat	
Dog	Ox	Cat											
Stick	Butcher	Cow											
Fire	Rope												
Water	Rat												

SKILLS

TEACHING PROCEDURES

Extending Attention Span

Use puppets.

Select a short poem or story.

Use stories with few characters and simple story line.

Use puppet characters or a puppet storyteller.

Directions for Making Puppets

Use oak tag 8-1/2" x 11" for quickly made puppets.

Fold one sheet in half lengthwise.

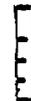


Cut on fold.

Fold each half in thirds lengthwise.



Staple to form support for puppet figure.



Draw puppet figures on needed sheets of oak tag.



Color brightly with crayons, paper sculpture, or tempera colors.

Cut out and staple puppet to support leaving enough room to hold puppet.

Use oak tag scraps to make backing for puppet and support.

Use a table top, low screen, or box frame on table as a T-V screen or stage opening.



TEACHING PROCEDURES

MATERIALS

or story.
characters and simple story line.
s or a puppet storyteller.

Directions for Making Puppets

11" for quickly made puppets.

f lengthwise.



rds lengthwise.



rt for puppet figure.



on needed sheets of oak tag.

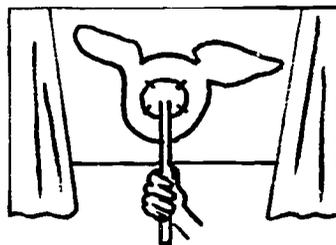


rayons, paper sculpture, or tempera colors.

puppet to support leaving enough room to

to make backing for puppet and support.

screen, or box frame on table as a T-V
ing.



Puppet storyteller
Puppet characters for stories, such
as:

- "The Gingerbread Boy"
- "Old Woman and Her Pig"
- "Chicken Little"
- "The Three Billy Goats Gruff"

Poems, as:

- Milne, A. A. "Puppy and I"
- Milne, A. A. "Hoppity"
- Dixon, Ruth, "Teddy Bear Dance"
- Sipe, Muriel, "Good Morning"

Sources for stories and poems
listed:

Arbuthnot, May Hill. The Arbuthnot
Anthology of Children's Litera-
ture. Fair Lawn, New Jersey:
Scott, Foresman and Co., 1961.

Barrows, Marjorie, Compiler.
READ-ALOUD POEMS
Every Young Child Should Know.
New York: Rand McNally and
Co., 1957.

SKILLS	TEACHING PROCEDURES
<p>Following Directions</p>	<p>* Use language games.</p> <p>Give directions which indicate color, number, size, or shape.</p> <p>Examples:</p> <p>Bring me the red book. Get two blocks from the number table. Lift the big book. Get the round box from the supply table.</p> <p>Have a puppet give directions.</p> <p>*Use a teacher-made tape.</p> <p>Allow each child to select an object or objects for which direction tape.</p> <p>Be sure children are familiar with the names of objects. Include sentences with one or two <u>place phrases</u>. Put the book <u>on a desk in the back of the room</u>. Use words that refer to color, size, shape, number. Put the two yellow pencils in the pencil box. Place the long red pencil in your desk.</p> <p>Use running, rhythmic, and singing games.</p> <p>"Stop-Start" "Ring Master" "Farmer and His Wheat" "Looby Loo"</p>

TEACHING PROCEDURES

MATERIALS

indicate color, number, size, or shape.

Cards with pre-planned directions to be used by the teacher in conjunction with specific items readily available in the classroom.

book.
from the number table.

Puppet
Teacher-made screen (See page 61.)

from the supply table.

Teacher-made tape of directions for the children to follow
Tape recorder
Object for each child

directions.

For other ideas, see:
Russell, David H. and Russell, Elizabeth F. Listening Aids through the Grades. New York: Bureau of Publications, Teachers College Columbia University, 1959.

select an object or objects for which directions are given on the

familiar with the names of objects.

with one or two place phrases.

desk in the back of the room.

to color, size, shape, number.

two pencils in the pencil box.

one pencil in your desk.

music, and singing games.

Public Schools of the District of Columbia. Elementary Physical Education Curriculum. Washington, D.C.: Board of Education, 1958. pp. 40, 44, 45, 47.

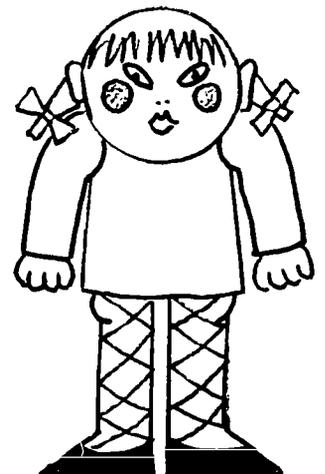
"Wheat"

SKILLS

TEACHING PROCEDURES

Building Standards

Use a listening chart.



Display a listening chart, such as that pictured.

Ask children to look at the chart to see what it is reminding them to do.
 Say: "Here is a chart which tells you some things to do to help yourself and other listeners. We know that we use our ears when we listen, but people often do not listen carefully. About Mary will help you know something else that is important about listening."

Create a simple story, such as the following:

Mother said, "Mary bring me two potatoes, please."
 Mary got a potato and carried it to Mother.

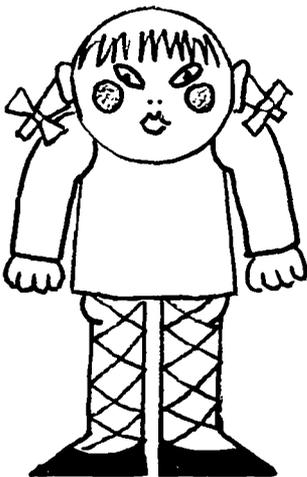
Ask: "How do you know Mary did not listen carefully?"

Repeat the situation with more emphasis on the number of potatoes received, if necessary.

Continue the story: Mother said, "Mary, how many potatoes did you get?"
 Mary answered, "Oh, Mother, I'm sorry I wasn't thinking." Then she got another potato and took it to Mother.

TEACHING PROCEDURES

MATERIALS



chart, such as that pictured.
 at the chart to see what it is reminding them to do.
 chart which tells you some things to do to help you to be better
 know that we use our ears when we listen, but perhaps this story
 will help you know something else that is important to do as you
 try, such as the following:
 "Mary bring me two potatoes, please."
 and carried it to Mother.
 know Mary did not listen carefully?"
 with more emphasis on the number of potatoes asked for and the
 if necessary.
 Mother said, "Mary, how many potatoes did I ask for?" Mary
 Mother, I'm sorry I wasn't thinking." Then Mary got another
 to Mother.

SKILLS	TEACHING PROCEDURES
<p>Recalling Details</p> <p>Observing Carefully to Describe Ourselves</p>	<p>Ask: "Why didn't Mary get the right number of potatoes the first time?"</p> <p>Emphasize the importance of <u>thinking</u> and <u>listening</u>.</p> <p>Guide pupils in making further interpretation of the chart until the correct interpretation is established:</p> <p style="padding-left: 40px;">Think when you listen. Look at the person who is speaking. Keep hands and feet still. Keep lips still except to ask questions.</p> <p>Use direct experiences.</p> <p>Invite three children to stand in the front of the room. Ask members of the class to listen carefully as the teacher describes the appearance of one of the children. Describe one child telling the following: color of hair and eyes color and design in clothing any special features which would not be embarrassing to the child. Permit a member of the class to identify the one who was described. Ask the children to recall the description given by the teacher. Have the class check information given with the appearance of the child and his classmate. Repeat the above procedure several times until pupils are able to describe the appearance of a child described with ease. Read the poem, "Everybody Says." Ask whom the child in the poem wished to look like. Suggest that several pupils look in a long mirror in order to be sure they can see their eyes and hair and to recall what they are wearing.</p>

TEACHING PROCEDURES

MATERIALS

Get the right number of potatoes the first time?"
 Use of thinking and listening.
 Further interpretation of the chart until the following ideas are
 understood.
 Listen.
 Know who is speaking.
 Stay still.
 Be prepared to ask questions.

Stand in the front of the room.
 Ask class to listen carefully as the teacher describes or tells about
 the following:
 Names
 Clothing
 Features which would not be embarrassing to the child, if pointed out
 to the class to identify the one who was described.
 Recall the description given by the teacher.
 Compare information given with the appearance of the child selected by
 the teacher.
 Repeat several times until pupils are able to remember features
 of the poem "Everybody Says."
 Ask the poem wished to look like.
 Ask pupils look in a long mirror in order to be sure of the color of
 their hair and to recall what they are wearing.



As each idea is established,
 ask children to place the part
 which will help them to be
 good listeners on the doll with
 the missing parts.
 (See chart, page 63.)

Aldis, Dorothy. All Together. New
 York: G. P. Putnam's Sons,
 1952. "Everybody Says."

Drawing paper
 Crayons

Full-length mirror

SKILLS	TEACHING PROCEDURES
<p>Developing Art Awareness</p> <p>Extending Vocabulary</p>	<p>Ask these children to give their full names and a brief description following the pattern set by the teacher.</p> <p>Provide all children with drawing paper and crayons.</p> <p>Encourage them, a few at a time, to take a look at themselves <u>self-portrait</u>.</p> <p>Have children share portraits during the week and tell about portraits as guides for speaking.</p> <p>Use art reproductions.</p> <p>Say: "Have you enjoyed dressing up and pretending to be someone about what you wore, and what you did."</p> <p>Allow several pupils to discuss such occasions freely.</p> <p>Encourage children to tell about pretending to be grown-up. Hallowe'en.</p> <p>Display a picture of "Henry VIII" by Hans Holbein.</p> <p>Provide ample time for children to enjoy the picture.</p> <p>Say: "Once there were no cameras. When persons wanted pictures artists paint their pictures. These pictures are called <u>draw pictures of ourselves, we make self-portraits.</u>"</p> <p>Ask questions, such as:</p> <p>How do you think this man liked his <u>portrait</u>? Why?</p> <p>What kind of person do you think he was?</p> <p>Tell us about his clothes.</p> <p>Why do you think he is dressed this way?</p> <p>Establish the fact that people usually try to look as pleasant as they are having their pictures taken or painted.</p> <p>Say: "Here is another <u>portrait</u> or picture of someone."</p> <p>Present the reproduction of Master Crewe.</p> <p>Ask: "What do you notice about the little boy's clothes? (He's dressed like King Henry.)</p> <p>Why do you think he is dressed this way?"</p> <p>Help pupils realize that the little boy is playing a game of pretend.</p>

TEACHING PROCEDURES	MATERIALS
<p>give their full names and a brief description of themselves set by the teacher.</p> <p>with drawing paper and crayons.</p> <p>at a time, to take a look at themselves in order to draw a</p> <p>portraits during the week and tell about themselves using the for speaking.</p> <p>ed dressing up and pretending to be someone else? Tell us re, and what you did."</p> <p>discuss such occasions freely.</p> <p>tell about pretending to be grown-up and dressing up for</p> <p>Henry VIII" by Hans Holbein.</p> <p>children to enjoy the picture.</p> <p>no cameras. When persons wanted pictures, they often had ir pictures. These pictures are called <u>portraits</u>. When we ourselves, we make <u>self-portraits</u>."</p> <p>his man liked his <u>portrait</u>? Why?</p> <p>on do you think he was?</p> <p>clothes.</p> <p>he is dressed this way?</p> <p>people usually try to look as pleasant as they can when they tures taken or painted.</p> <p><u>portrait</u> or picture of someone."</p> <p>on of Master Crewe.</p> <p>ce about the little boy's clothes?</p> <p>e King Henry.)</p> <p>he is dressed this way?"</p> <p>t the little boy is playing a game of pretend just as they often do.</p>	<p>Holbein, Hans, "Henry VIII."</p> <p>Reynolds, Sir Joshua, "Master Crewe as Henry VIII."</p> <p>Bellows, George, "Lady Jean."</p> <p>Refer to:</p> <p>Chase, Alice Elizabeth. <u>Famous Paintings</u>. New York: Platt and Munk, 1962, pp. 8, 9.</p> <p>(Special Scott, Foresman and Company Edition for the <u>Invitations to Personal Reading Program</u>)</p>

SKILLS	TEACHING PROCEDURES
<p>Developing Vocabulary Related to Size</p>	<p>Encourage pupils to notice the colors in the boy's clothes and his jeans. Encourage pupils to notice the boy's bangs and haircut.</p> <p>Display a reproduction of "Lady Jean." Ask: "What do we call a picture like this? (portrait) Why do you think the little girl is dressed this way? (She is poorly dressed.) Why does her dress look so strange?" (The style is not up-to-date.)</p> <p>Suggest that pupils invite their parents to take them to the art gallery to see famous portraits.</p> <p>* Use a singing game, "I'm Very, Very Tall."</p> <p>Follow the suggestions for the singing game. Have children look at each other to determine and tell who is the <u>shortest</u> one in the class. Have pupils find and tell about classmates who are <u>taller than</u> or <u>shorter than</u> they are. Let different pupils stand against Kraft paper placed on a bare wall. Have members of the class draw lines over pupils' heads to show how tall they are. Let pupils make large drawings of themselves later during the day. Have pupils use the lines on the Kraft paper to achieve appropriate proportions in their drawings.</p>

HING PROCEDURES

MATERIALS

colors in the boy's clothes and his jewels.
 boy's bangs and haircut.

y Jean."
 e like this? (portrait)
 e girl is dressed this way? (She is pretending.)
 so strange?" (The style is not up-to-date.)

r parents to take them to the art gallery to see other

ery Tall."

singing game.
 her to determine and tell who is the tallest and who is
 s.
 at classmates who are taller than or shorter than they.
 nst Kraft paper placed on a bare wall.
 aw lines over pupils' heads to show how tall the pupils
 gs of themselves later during the day.
 he Kraft paper to achieve appropriate heights for their

Hamlin, Alice P. and Guessford,
 Margaret G. "Singing Games for
 Children." Cincinnati, Ohio:
 Willis Music Co., 1941. p. 6.

Kraft paper
 Chalk
 Crayons

SKILLS	TEACHING PROCEDURES
<p>Answering Specific Questions</p>	<ul style="list-style-type: none"> * Tell pupils to listen carefully in order to respond to questions, such as: <ul style="list-style-type: none"> What is your name? How old are you? What is your address? With whom do you live? How many sisters have you? How many brothers have you? <p>Stimulate interest by tossing a ball to the child who is to answer the question. Vary by playing "roving reporter" and letting pupils record answers. Pupils may listen to find out how well each question was answered. Let pupils pretend to talk over a microphone if a tape recorder is incorporated. Provide opportunity for pupils to practice answering any questions for which an answer posed a difficulty in terms of clarity or effectiveness. Let individual pupils practice answering all of the first three questions. Allow individuals to practice answering the last three.</p> <p> See lesson under Speaking on pages 102, 103.</p> <p>Interview children on TV. Ask questions, such as: "How do you have fun at home? What do you like to do with your friends? To what places do you and your family go — when you are enjoying yourselves? when you need things?"</p>

TEACHING PROCEDURES

MATERIALS

fully in order to respond to questions, such as:

...s?
 ...ve?
 ...ve you?
 ...have you?

...passing a ball to the child who is to answer the question.
 ...reporter" and letting pupils record answers on tape. (Later
 ...find out how well each question was answered.)
 ...pick over a microphone if a tape recorder is inconvenient to use.
 ...pupils to practice answering any questions for which structur-
 ...a difficulty in terms of clarity or effectiveness.
 ...practice answering all of the first three questions.
 ...practice answering the last three.

Speaking on pages 102, 103.

V.

...n at home?
 ...to with your friends?
 ...ou and your family go —
 ...oying yourselves?
 ...ings?"

Large ball

Hand microphone, tape recorder,
 tape

Cards with questions for the teacher
 to ask which will encourage dis-
 cussion by those appearing on
 TV

SKILLS	TEACHING PROCEDURES								
<p>Building a Vocabulary of Action Words</p> <p>Interpreting What Is Heard</p>	<p>Use the record, <u>Nothing to Do</u>.</p> <p>Say: "Today, I brought a special record which tells all about parts of our bodies do. Let's enjoy the record. Then we can do some of the things it suggests."</p> <p>Play the record, <u>Nothing to Do</u>.</p> <p>Have pupils recall things which the little boy was doing with his</p> <table border="0" data-bbox="871 1261 1332 1404"> <tr> <td>marching</td> <td>skating</td> </tr> <tr> <td>jumping</td> <td>clapping</td> </tr> <tr> <td>tiptoeing</td> <td>tapping</td> </tr> <tr> <td>spinning</td> <td>reaching</td> </tr> </table> <p>Re-play sections 6, 7, and 8: "Clapping," "Tapping," "Rocking"</p> <p>Lead pupils in following the action indicated by the record.</p>	marching	skating	jumping	clapping	tiptoeing	tapping	spinning	reaching
marching	skating								
jumping	clapping								
tiptoeing	tapping								
spinning	reaching								
<p>Following Directions</p>	<p>Show children how to spin a top if they lack experience with tops.</p> <p>Ask a child to pretend he is a top and to demonstrate how it spins.</p> <p>Suggest that the child <u>stop</u> spinning when the teacher claps her hands.</p> <p>Ask the class to tell whether "the top" really stopped as a top would.</p> <p>Guide the children in recalling that a top slows down until it finally stops.</p> <p>Provide an opportunity for several other pupils to "be" tops.</p> <p>Ask pupils to <u>spin</u> or <u>whirl</u> in the other direction when the teacher claps her hands the first time, and to slow down and stop when the teacher claps her hands the second time.</p> <p>Allow several groups to follow the same directions.</p> <p>Select a group of children to spin like tops as part of the record.</p>								

TEACHING PROCEDURES	MATERIALS
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Special record which tells all about things we can make do.

Then we can do some of the things which the record

Do.
Which the little boy was doing with his feet and hands:

- skating
- clapping
- tapping
- reaching

8: "Clapping," "Tapping," "Rocking."
Action indicated by the record.

top if they lack experience with tops.
a top and to demonstrate how it spins.
spinning when the teacher claps her hands.
er "the top" really stopped as a top would.
ing that a top slows down until it finally topples over.
several other pupils to "be" tops.
rl in the other direction when the teacher claps her hands
slow down and stop when the teacher claps her hands the

low the same directions.
to spin like tops as part of the record is played.

Recording:

Nothing to Do. 78 r.p.m. Children's
Record Guild, New York, N. Y.
Top



SKILLS	TEACHING PROCEDURES
<p>Interpreting What Is Heard</p> <p>Extending Vocabulary</p>	<p>Clap so that pupils will change direction on the words. "I'm whirli</p> <p> Changing direction will help offset the possibility of pupil</p> <p>Ask pupils to pretend that they are at home. Say: "Listen to the first part of the record, <u>Nothing to Do.</u> Think about the words and decide how you could pretend to the hall and <u>in</u> and <u>out</u> of rooms in the house."</p> <p>Play the marching part of the record. Provide an opportunity for several pupils to interpret the action su Ask: "How could you tell that the marchers were marching through Select a group of children to listen to the next portion of the reco the record indicates. Say: "Often when we move from one place to another we move very Let's pretend Baby is sleeping. Let's stand so that we can move around so softly that we baby." Play "Tip-Toe." Have all children demonstrate this. Discuss how pupils were moving and the part of the foot on which th Show a picture of a frozen pond. Say: "Let's pretend we are crossing the pond. How does the ice look? Who will show us how we could <u>slide</u> across the ice?" Help pupils evaluate the smoothness of movement by saying: "I saw and <u>sliding gracefully</u> on the <u>smooth</u> ice."</p>

TEACHING PROCEDURES

MATERIALS

change direction on the words. "I'm whirling..."

tion will help offset the possibility of pupils becoming dizzy.

that they are at home.

st part of the record, Nothing to Do.

words and decide how you could pretend to be going through
and out of rooms in the house."

rt of the record.

y for several pupils to interpret the action suggested.

tell that the marchers were marching through the house?"

ldren to listen to the next portion of the record and to jump as
es.

move from one place to another we move very quietly.

aby is sleeping.

that we can move around so softly that we won't awaken the

onstrate this.

ere moving and the part of the foot on which they stepped.

rozen pond.

ve are crossing the pond.

e look?

as how we could slide across the ice?"

the smoothness of movement by saying: "I saw children gliding
fully on the smooth ice."

Nothing to Do, Side 2

Pictures, such as:
 children marching at a party
 children marching in a parade
 circus animals and performers
 marching in a circus parade
 soldiers marching

SKILLS	TEACHING PROCEDURES
	<p>Provide opportunity for five or six children to <u>glide gracefully</u> as the record is played.</p> <p>Help pupils review different ways in which they were moving: <u>march</u>, <u>spinning</u>, <u>tiptoeing</u>, <u>sliding</u>, <u>gliding</u>.</p> <p>Allow pupils to tell the part of their body that they used most to make movements.</p> <p>* Show pictures which provide an opportunity for pupils to utilize their feet. Ask them to tell about the picture.</p> <p>Present several pictures.</p> <p>Tell what is happening in each picture.</p> <p>Allow the class to repeat the sentences.</p> <p>Speak naturally, but be sure pupils include <u>is</u> or <u>are</u> and that they use the "ing" sound clearly.</p> <p>Allow individual pupils to select other pictures and to do the same.</p> <p>Ask pupils to think of and try out other kinds of things which they could do with their feet and legs.</p> <p>Provide opportunity for pupils to show what they can do with their feet.</p> <p>Ask children to show new ways to move across the room.</p> <p>Lead pupils to include actions which bring out the following words: <u>walking</u>, <u>skipping</u>, <u>hopping</u>, <u>galloping</u>, <u>springing</u>, or <u>leaping</u>.</p> <p>Help pupils with the words listed.</p> <p>Encourage each pupil to <u>tell</u> what he was doing and when he might realize it.</p> <p>Ask children to show new ways to move feet and legs while sitting or standing.</p> <p>Encourage movements, such as: <u>kicking</u>, <u>wiggling</u>, <u>tapping</u>, <u>pointing</u>, <u>shaking</u>, <u>swinging</u>.</p> <p>Allow one child to tell what he can do while sitting or standing.</p> <p>Permit the child to lead the rest of the class in the activity.</p> <p>Use a similar technique helping pupils to associate the action of various parts of the body with appropriate vocabulary.</p>

CHING PROCEDURES

MATERIALS

ix children to glide gracefully as the next section of
 ys in which they were moving: marching, jumping,
gliding.
 their body that they used most to make these move-
 opportunity for pupils to utilize their words as they
 icture.
 ntences.
 pupils include is or are and that they enunciate the
 other pictures and to do the same.
 t other kinds of things which they could do with their
 o show what they can do with their feet and legs.
 to move across the room.
 hich bring out the following words: walking, running,
springing, or leaping.
 ed.
 at he was doing and when he might really do it.
 to move feet and legs while sitting or standing.
 as: kicking, wiggling, tapping, pointing, bending,
 can do while sitting or standing.
 st of the class in the activity.
 g pupils to associate the action of various parts of the
 ularly.

girls jumping rope
 Jack jumping over the candle-
 stick
 children tiptoeing into the kitchen
 children tiptoeing in order not to
 awaken someone
 a child sliding down the sliding
 board
 birds gliding through the air
 a paper airplane to glide through
 the air

SKILLS	TEACHING PROCEDURES												
<p>Identifying and Repeating Sounds Accurately</p>	<p>Introduce action words, such as:</p> <table border="0" data-bbox="746 1083 1614 1468"> <tr> <td style="text-align: center; vertical-align: middle;"><u>Arms</u></td> <td style="vertical-align: middle;">stretching bending throwing catching swinging waving patting pointing pounding shaking snapping</td> <td style="vertical-align: middle; text-align: center;"><u>Body</u></td> <td style="vertical-align: middle;">stretching bending swaying twisting spinning</td> </tr> <tr> <td style="text-align: center;">or</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><u>Hands and fingers</u></td> <td></td> <td></td> <td></td> </tr> </table> <p>Let children create their own song patterned after "Clapping" on the <u>to Do</u>.</p> <p>Use other rhythmic activities.</p> <p>Play records with varying rhythmic patterns. Have pupils listen and show what the music makes them feel like do Ask children to give sentences describing what the music made the</p> <ul style="list-style-type: none"> * Ask children to close their eyes. Clap hands two times. Tap foot two times. Beat drum two times. Ask pupils to tell <u>how</u> the sound was made after each sound is produced. Have pupils tell <u>how many times</u> the sound was heard. 	<u>Arms</u>	stretching bending throwing catching swinging waving patting pointing pounding shaking snapping	<u>Body</u>	stretching bending swaying twisting spinning	or				<u>Hands and fingers</u>			
<u>Arms</u>	stretching bending throwing catching swinging waving patting pointing pounding shaking snapping	<u>Body</u>	stretching bending swaying twisting spinning										
or													
<u>Hands and fingers</u>													

TEACHING PROCEDURES

MATERIALS

such as:

stretching
bending
throwing
catching
swinging
waving
patting
pointing
pounding
shaking
snapping

Body

stretching
bending
swaying
twisting
spinning

their own song patterned after "Clapping" on the record, Nothing

ties.

ving rhythmic patterns.

show what the music makes them feel like doing.

sentences describing what the music made them feel like doing.

their eyes.

the sound was made after each sound is produced.

many times the sound was heard.

Recording:

Nothing to Do. 78 r.p.m.
Children's Record Guild,
New York, N. Y.

Refer to:

Public Schools of the District of
Columbia. Music Curriculum
K-2. Washington, D.C.: Board
of Education, 1965. p. 59.

Drum or any object in classroom
that can be used to make an easily
distinguishable sound

SKILLS	TEACHING PROCEDURES										
<p>Recognizing and Interpreting Sounds</p>	<p>Let a child repeat the same sound the same number of times. Change by doing each thing three times. Have children repeat what they have heard. Vary by sometimes using two beats and sometimes three. Let children repeat what they have heard. Allow one child to choose a pattern which he can repeat steadily. Encourage a few children to show how they can move heads in rhythm to the pattern given by their classmate. Guide pupils in telling what they were doing by helping them find words. I was swinging my foot in rhythm. I was jumping in rhythm. I was nodding my head in rhythm.</p> <p>* Use a tape.</p> <p>Have pupils listen to identify familiar sounds. Play a tape with sounds made by:</p> <table border="0"> <tr> <td>an alarm clock</td> <td>rain</td> </tr> <tr> <td>footsteps</td> <td>car motor, horn</td> </tr> <tr> <td>eggbeater</td> <td>fire engine siren</td> </tr> <tr> <td>voices</td> <td>plane</td> </tr> <tr> <td>closing doors</td> <td></td> </tr> </table> <p>Help pupils identify sounds. Encourage pupils to use all of the above sounds to create an original rhythm.</p>	an alarm clock	rain	footsteps	car motor, horn	eggbeater	fire engine siren	voices	plane	closing doors	
an alarm clock	rain										
footsteps	car motor, horn										
eggbeater	fire engine siren										
voices	plane										
closing doors											
<p>Hearing Rhyming Words</p>	<p>Use nursery rhymes:</p> <p>Show a picture of a nursery rhyme. Allow pupils to discuss the picture. Recite the rhyme and permit further discussion about what it means. Repeat the rhyme allowing children to supply rhyming words. Have pupils repeat rhyming words only.</p>										

TEACHING PROCEDURES	MATERIALS
<p>same sound the same number of times. ning three times. hat they have heard. ng two beats and sometimes three. at they have heard. se a pattern which he can repeat steadily. ren to show how they can move heads, arms, legs, or bodies tern given by their classmate. what they were doing by helping them frame answers, such as: ny foot in rhythm. t rhythm. y head in rhythm.</p> <p>Identify familiar sounds. s made by: rain car motor, horn fire engine siren plane</p> <p>sounds. se all of the above sounds to create an original story.</p> <p>nursery rhyme. s the picture. i permit further discussion about what happened in the rhyme. wing children to supply rhyming words. yming words only.</p>	<p>Tape recorder Teacher-made tape of familiar sounds Records that tell stories through sound</p> <p>Refer to:</p> <p><u>Sounds Around Us.</u> 78 r.p.m. Fair Lawn, New Jersey: Scott, Foresman and Company.</p> <p>Audio Education. <u>Pathways to Phonic Skills. Vol. 1.</u> New York: American Book Company.</p> <p>Large pictures of nursery rhymes or Flannel cut-outs of nursery characters</p>

SKILLS

TEACHING PROCEDURES

Developing Color Concepts

Help pupils understand that rhyming words sound alike at the end.
 Recite a new rhyme.
 Repeat the first rhyming word.
 See if pupils can give the word that rhymes with it.
 Continue using different nursery rhymes in lessons until the pupils
 rhyming words easily.

Building up the children's curiosity by displaying on the front table a
 containing a red ball.

Say: "I have a surprise to share with you today.
 Put on your thinking caps.

Close your eyes and see if you can guess what it is."

Give as many clues as pupils need to determine the contents of the bag.

Examples: "It is something small and round.

It is made of rubber.

If it falls from your hands, it will hit the floor and b
 down.

You can make it roll across the floor.

Children love to play with it."

Provide an opportunity for pupils to guess after each clue is given.

Have the child who guessed correctly reach into the surprise bag and g
 ball.

Ask: "Who can tell me the color of a ball?"

Encourage the child to talk in a sentence.

Have the children stand in a circle.

Bounce the ball to a child who is not wearing red.

Say: "Here is a red ball."

Let the child bounce the ball back to you and say the same thing.

Continue with other pupils who are not wearing red.

Bounce the ball to a child who has on something red.

Ask the child to tell about the red in his clothing. "I have red in my blo

CHING PROCEDURES

MATERIALS

ing words sound alike at the end.

hat rhymes with it.

ry rhymes in lessons until the pupils can identify

osity by displaying on the front table a surprise bag

with you today.

you can guess what it is."

ed to determine the contents of the bag.

ing small and round.

if rubber.

om your hands, it will hit the floor and bounce up and

ke it roll across the floor.

ve to play with it."

s to guess after each clue is given.

rectly reach into the surprise bag and get the rubber

r of a ball?"

entence.

cle.

s not wearing red.

ak to you and say the same thing.

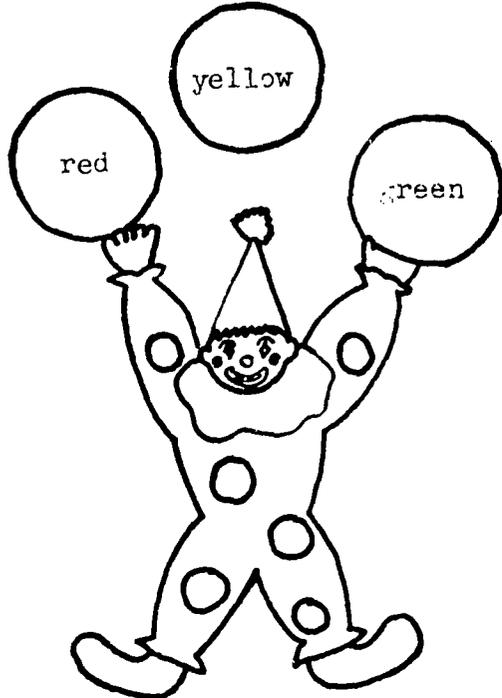
re not wearing red.

as on something red.

ed in his clothing. "I have red in my blouse."

Surprise bag containing a red rubber ball

Color chart



SKILLS	TEACHING PROCEDURES
<p>Hearing Rhyming Words</p>	<p>Let the child come to the center of the circle to be the teacher. Have her bounce the ball to each pupil who is wearing red. Have each pupil tell what he has on that is red and bounce the ball to him.</p> <p>* Display the color chart. Discuss briefly what the juggler is doing with the balls. Have a child find the juggler's <u>red</u> ball.</p> <p> Follow the same procedure for yellow and green.</p> <p>Display a picture of a red bird. Say: "This morning on my way to school I saw a bird sitting on the ground. He was a very pretty bird that was red all over. Do you know what bird I saw?"</p> <p>Provide an opportunity for the children to guess. Say: "On your way to school this morning did you see something that was red?" Provide an opportunity for children to tell what they saw. Encourage each child to talk in a sentence. Display the eight pictures of red objects in the order in which they were seen. Ask: "Who can tell me about one of my pictures?" Continue with all eight pictures. Encourage each child to say "I see a <u>red</u> _____." Ask: "Who can tell me how all of my pictures are alike?" Provide an opportunity for a child to notice that all of the items are red. Say: "I know a poem about these pictures. The name of the poem is 'Red'. As I say the poem see if you can find out how each picture helps me ask the question." Recite the poem. Ask: "What was red in this poem?" Why is the title or name a good one?"</p>

TEACHING PROCEDURES

MATERIALS

center of the circle to be the teacher.
 to each pupil who is wearing red.
 he has on that is red and bounce the ball back.

juggler is doing with the balls.
 juggler's red ball.

procedure for yellow and green.

red bird.
 my way to school I saw a bird sitting on the branch of a tree.
 pretty bird that was red all over. Do you know the name of the
 for the children to guess.
 school this morning did you see something that was red?"
 for children to tell what they saw.
 talk in a sentence.
 es of red objects in the order in which they come in the poem.
 about one of my pictures?"
 pictures.
 say "I see a red _____."
 how all of my pictures are alike?"
 for a child to notice that all of the items pictured are red.
 about these pictures. The name of the poem is 'What is Red?'
 see if you can find out how each picture helps to answer that

this poem?
 name a good one?"

Picture of red bird

Word cards with several color words

Objects:
 mentioned in the poem.
 (Each object should be red.)
 fire engine
 apple
 kite
 ribbon
 house
 pencil
 flower
 shirt

SKILLS

TEACHING PROCEDURES

Building a Vocabulary of Descriptive Words

Say: "I'm going to recite each part of the poem again. Listen carefully so that you will be able to find the picture that fits each part."
 Permit pupils to indicate the appropriate picture.
 Guide brief discussions of the meanings of phrases, such as: head, overhead, and garden bed.
 Recite the poem again.
 Ask pupils to listen carefully to hear two words in each couplet that rhyme at the end, or rhyme.
 Repeat each couplet emphasizing the two rhyming words.
 Allow the children to identify the words that rhyme.
 Allow pupils to help say the entire poem using the pictures as prompts.



Make up similar rhymes around other color words.

* Use objects.

Have a box with items which the children can touch. Include items that are soft, hard; wet, dry; smooth, rough; heavy, light. Let several children close eyes and touch soft objects and then hard objects. Ask children to tell how the objects felt. Elicit the words hard and soft.

TEACHING PROCEDURES

to recite each part of the poem again.
 carefully so that you will be able to find the picture that goes with each
 indicate the appropriate picture.
 discussions of the meanings of phrases, such as: heavy treads. soars
garden bed.
 again.
 listen carefully to hear two words in each couplet that sound alike at
 rhyme.
 let emphasizing the two rhyming words.
 n to identify the words that rhyme.
 help say the entire poem using the pictures as prompts.
 similar rhymes around other color words.
 items which the children can touch.
 t are soft, hard; wet, dry; smooth, rough; heavy, light.
 ren close eyes and touch soft objects and then hard ones.
 ell how the objects felt.
hard and soft.

MATERIALS

Poem: "What Is Red?"

The fire engine is red.
 Its wheels have heavy treads.

"An apple is red
 And juicy," said Ned.

This big house is red
 And belongs to Fred.

Some pencils are red
 And have long, thin leads.

A kite may be red.
 It soars overhead.

This ribbon is red
 On top of my head.

A flower is red
 In the garden bed.

This boy's shirt is red,
 And his name is Ted.

Gail B. Gee, Teacher
 John F. Cook School

Touch box with such things, as:

cotton	stone
wet sponge	dry sponge
smooth wood	bark
feather	paper weight

SKILLS

TEACHING PROCEDURES

Developing Concepts
about Pairs

Let children carry the objects to the rest of the class to touch.
Place other items which can be classified as hard or soft on a table
group appropriately.
Have children find things around the room which should be considered
Display pictured items which pupils can identify as hard or soft.
Continue developing other words suggested in the same manner as before.

Place objects from the "touch box" on a table.
Form teams of two.
Direct one person on the team to select an object and let the other

Use objects.

Show a pair of eyeglasses.
Have pupils identify the glasses and tell why people need them.
Help pupils realize the importance of taking care of their eyes.
Discuss the proper care of glasses and the dangers of using glasses
someone else.

Show a pair of sunglasses.
Let pupils tell when people use dark glasses.
Display and identify a pair of binoculars.
Explain that these are special glasses.
Allow a child to experiment with the binoculars and to tell the rest of
he discovered about them.
Remind pupils of the necessity of taking precautions when placing
eyes.
Show children how to clean lenses with a swab of cotton moistened with
Provide an opportunity for several children to discover the special
binoculars.

TEACHING PROCEDURES

MATERIALS

jects to the rest of the class to touch.
 n can be classified as hard or soft on a table for pupils to
 s around the room which should be considered hard or soft.
 hich pupils can identify as hard or soft.
 r words suggested in the same manner as pupils are ready.
 ouch box" on a table.
 e team to select an object and let the other tell how it feels.

Pictures with things which appear
 to be:
 soft smooth
 hard rough
 wet heavy
 dry light

glasses and tell why people need them.
 mportance of taking care of their eyes.
 of glasses and the dangers of using glasses which belong to
 S.
 le use dark glasses.
 ir of binoculars.
 pecial glasses.
 ment with the binoculars and to tell the rest of the class what
 them.
 ecessity of taking precautions when placing things over their
 an lenses with a swab of cotton moistened with alcohol.
 for several children to discover the special attributes of

Eyeglasses for reading
 Sunglasses
 Binoculars
 Swab of cotton
 Alcohol in a wide-mouthed container

SKILLS	TEACHING PROCEDURES
	<p>Be sure each child cleans the lenses before using the glasses. Allow class members to use the binoculars during free time, how to clean lenses.</p> <p>Use pictures and objects.</p> <p>Show pictures of pairs in which there are two separate objects: socks, gloves, earrings, and boots.</p> <p>Say: "I have some pictures of things that come in twos, or pairs. In each picture tell us what pair you see."</p> <p>Be sure children use the words <u>a pair of</u> naturally and without prompting.</p> <p>Ask: "How many shoes are in a pair?" How many socks? gloves? boots?"</p> <p>Show pairs in which there are two <u>parts</u>, such as: pants, pajamas, tweezers, binoculars, scissors.</p> <p>Ask: "How many eyes have you?"</p> <p>Hold up the eyeglasses.</p> <p>Show pupils how a part fits over each eye.</p> <p>Guide pupils in understanding that some pairs have two parts.</p> <p>Provide an opportunity for pupils to identify the items displayed.</p> <p>Be sure pupils use the words <u>a pair of</u>.</p> <p>Give each child a picture of an item for which the words <u>a pair of</u> are used.</p> <p>Use some pictures in which there are two items and some pictures in which there is one item that has two parts.</p> <p>Ask children to speak in sentences and to vary the way they begin their sentences.</p> <p>Ask pupils to bring in their own pictures of pairs to share with the class.</p> <p>* Give pupils pictures which may or may not necessitate the use of the words <u>a pair of</u>. Provide opportunity for children to discriminate as to when <u>a pair of</u> is used and when the words are not suitable.</p>

TEACHING PROCEDURES

MATERIALS

cleans the lenses before using the glasses.
 ers to use the binoculars during free time, as soon as they know
 ses.

TS.

pairs in which there are two separate objects, such as: shoes,
 earrings, and boots.

the pictures of things that come in twos, or in pairs. As I show a
 s what pair you see."

se the words a pair of naturally and without overemphasis.

shoes are in a pair?

socks? gloves? boots?"

in there are two parts, such as: pants, pajamas, eyeglasses, pli-
 binoculars, scissors.

eyes have you?"

ses.

part fits over each eye.

Understanding that some pairs have two parts.

unity for pupils to identify the items displayed.

the words a pair of.

picture of an item for which the words a pair of are used.

s in which there are two items and some pictures in which an item

peak in sentences and to vary the way they begin them.

y in their own pictures of pairs to share with the class.

s which may or may not necessitate the use of the words a pair of.

y for children to discriminate as to when a pair of is needed and
 are not suitable.

Pictures of pairs in which there are
 two items:

shoes	gloves
socks	mittens
stockings	earrings
boots	ear muffs
rubbers	galoshes

Items and pictures of things with
 two parts:

doll clothing
 slacks
 overalls
 pajamas
 shorts
 eyeglasses
 sunglasses
 binoculars
 tweezers
 scissors

SKILLS	TEACHING PROCEDURES
<p>Developing a Vocabulary of Words Which Indicate Position</p>	<p>*Use pictures.</p> <p>Show pictures which illustrate words, such as: up, down; in, out; before, after; first, last</p> <p>Ask questions, such as: Which child is <u>first</u>? <u>Last</u>? Which top is <u>in</u> the box? Where is the squirrel? What happened to his nut? Which number is <u>before</u> 3? Which number is <u>after</u> 3?</p>
<p>Remembering Pertinent Information and Recalling Details</p> 	<p>Use pictures.</p> <p>Place three pictures on the chalkboard.</p> <p>Example: Show three pictures of children playing. Let each picture depict a different play activity</p> <p>Tell a short story about one of the pictures. Say: "The children are playing. The boys are swinging. A little girl is looking at them."</p> 

TEACHING PROCEDURES

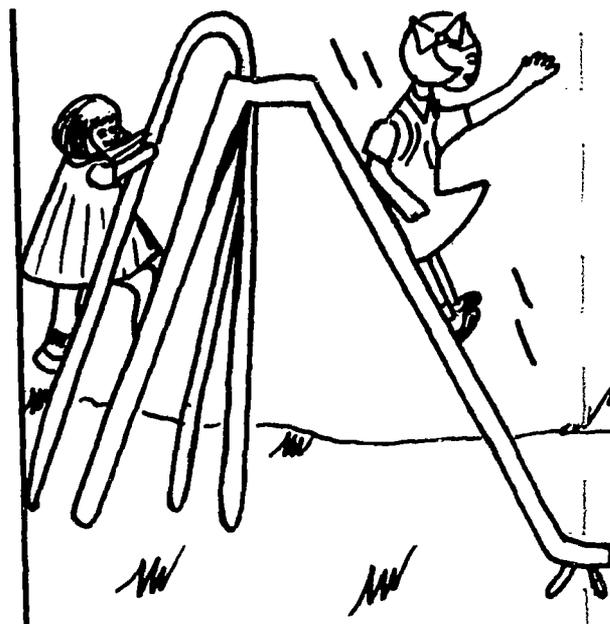
MATERIALS

Illustrate words, such as:
 before, after; first, last
 S:
 ? Last?
 box?
 rel?
 is nut?
 before 3?
 after 3?

Large pictures illustrating position and direction; or smaller pictures and an opaque projector; or teacher-made transparencies and overhead projector
 Commercial transparencies illustrating up, down, in, out, first, last, before, after

Sets of pictures might revolve around activities pertaining to
 grooming household duties
 recreation safety
 community services
 farm life

on the chalkboard.
 three pictures of children playing.
 each picture depict a different play activity.
 about one of the pictures.
 n are playing.
 swinging.
 s looking at them."



SKILLS

TEACHING PROCEDURES

Drawing Conclusions

Ask the pupils to find the picture talked about.
Have pupils recall why this picture was selected by them.

Add lessons which increase in difficulty in terms of detail and vocabulary

* Use sets of pictures of familiar situations.

Place 3 pictures in the pocket chart.

Give a sentence about each picture.

Say: "Billy had a balloon.

He blew it up.

The balloon got very, very big.

What do you think happened then?"

Allow pupils to express their ideas explaining in detail reasons for the

Present a fourth picture showing the answer.

Have a pupil tell what really happened.

Let pupils who guessed the correct answer stand.

Continue in similar manner with another set of pictures.

Vary by asking children questions about each picture.

Let pupils retell the whole story.

TEACHING PROCEDURES

MATERIALS

the picture talked about.
 this picture was selected by them.
 ease in difficulty in terms of detail and vocabulary.
 milar situations.
 pocket chart.
 each picture.
 on.
 ery, very big.
 k happened then?"
 ss their ideas explaining in detail reasons for their answers.
 re showing the answer.
 really happened.
 d the correct answer stand.
 nner with another set of pictures.
 en questions about each picture.
 hole story.

Two or three sentence stories for each set of pictures

Sets of pictures that tell a story. Pictures may be teacher-made, as:



SKILLS	TEACHING PROCEDURES
<p>Building Vocabulary about Our School</p>	<p>Use direct experiences.</p> <p>Take pupils on trips: to the principal's office to the lunchroom to the auditorium to the health room to the boiler room to a building site</p> <p>Provide vocabulary and meaningful concepts about each place. Have pupils discuss what they have found out about these places.</p> <p>Examples:</p>
<p>Building, Enriching, and Expanding Vocabulary</p>	<p>Take pupils on a trip to the <u>auditorium</u>. Say: "This is the <u>auditorium</u>. We come here to see and hear things that who have something special for us to hear and enjoy." Allow pupils to walk across the <u>stage</u>. Help them understand that this <u>raised platform</u> makes it easier to see what is taking place. Allow children to walk down the <u>aisle</u> and into a row of seats. Establish the idea that it is important to move across the row of seats won't have to pass in front of others. Help pupils understand that the <u>folding chairs</u> make it easier to use of seats. Display a <u>microphone</u> and let pupils discover how it makes it easier to Help them find out how the <u>loud speaker</u> sends out sounds from the room. Ask questions which require use of new words in response. Allow pupils to name different things or parts of the auditorium and or how they would be used.</p>

TEACHING PROCEDURES

MATERIALS

meaningful concepts about each place.
they have found out about these places.

the auditorium.
um. We come here to see and hear grown-ups or children
special for us to hear and enjoy."
ss the stage.
at this raised platform makes it easier for the audience to
ce.
wn the aisle and into a row of seats.
s important to move across the row so that those following
front of others.
hat the folding chairs make it easier to walk through a row
let pupils discover how it makes the voice bigger.
he loud speaker sends out sounds to different parts of the
ire use of new words in response.
erent things or parts of the auditorium and tell when, why,
used.



Auditorium with
folding chairs
microphone
speaker



SKILLS	TEACHING PROCEDURES
<p>Learning about Our School Family</p> <p>Selecting and Recalling Pertinent Information</p>	<p>Take children for a walk to the <u>Health Room</u>. Show them the <u>scales</u>. Allow pupils to <u>share</u> concepts which they already have about the use of <u>scales</u>. Demonstrate how <u>heights</u> are found and how children are weighed. Explain the importance of stepping on paper towels rather than directly on the floor. Ask pupils to come prepared to have <u>heights</u> and <u>weights</u> taken of them. Remind pupils of the importance of keeping feet and socks clean. Identify first aid equipment giving appropriate names and brief descriptions. Encourage pupils to tell about occasions on which they have received first aid and the use of some of these items.</p> <p>Use direct experiences.</p> <p>Invite members of the school family to come and to introduce themselves. Tape sketches presented by each visitor. Replay the tape after each visit to review responsibilities. Ask questions which will help fasten the duties of each person in the school family. Allow pupils to draw or paint pictures showing the "relationship" between the school and their school family.</p> <p>Examples: a child being weighed by the school nurse a child in the classroom being helped by his teacher the custodian bringing milk for children in a classroom</p> <p>Provide an opportunity for pupils to role-play "being" the members of the school family.</p>

TEACHING PROCEDURES	MATERIALS
<p>talk to the <u>Health Room</u>.</p> <p>concepts which they already have about the use of scales.</p> <p>weights are found and how children are weighed.</p> <p>method of stepping on paper towels rather than directly on the scale.</p> <p>prepared to have <u>heights</u> and <u>weights</u> taken on a specified day.</p> <p>importance of keeping feet and socks clean.</p> <p>moment giving appropriate names and brief descriptions of usage.</p> <p>tell about occasions on which they have received aid through the use of these items.</p> <p>invite school family to come and to introduce themselves to the class.</p> <p>introduced by each visitor.</p> <p>on each visit to review responsibilities.</p> <p>will help fasten the duties of each person in the children's minds.</p> <p>or paint pictures showing the "relationship" between themselves and family.</p> <p>child being weighed by the school nurse</p> <p>child in the classroom being helped by his teacher</p> <p>the custodian bringing milk for children in a class</p> <p>opportunity for pupils to role-play "being" the members of the school</p>	<p>Scale</p> <p>Paper towels</p> <p><u>First aid kit with</u></p> <ul style="list-style-type: none"> absorbent cotton alcohol band-aids adhesive tape gauze bandages medicine eye dropper tongue depressors <p>Vision chart</p> <p>Tape, tape recorder</p> <p>Suggested information to be given by guests:</p> <ul style="list-style-type: none"> name position place of work <p>ways they help boys and girls</p> <p>materials or equipment with which they work</p> <p>knowledge and skill needed (expressed on children's level)</p> <p>Drawing paper</p> <p>Crayons or paints and paint brushes</p>

SKILLS	TEACHING PROCEDURES
<p>Recalling Pertinent Information in Order to Role-Play</p>	<p>Place a sign in front of a pupil and allow him to be the person indicated. Give members of the class messages to deliver to various "school" people. State messages, at first, in the words which the pupils will use.</p> <p>Example: "John, please take a message to the principal. Say: Excuse me, Mrs. Brown. I am in Miss Jones' room. I would like you to visit our room this week to see our records."</p> <p>State messages naturally later on, and encourage pupils to rephrase their own of the person to whom they will be speaking.</p>
<p>Recalling and Rephrasing Messages</p>	<p>Teacher's message: "John, please tell Mrs. Green that I have checked her health record."</p> <p>Possible restatement of message by a child: "Excuse me, Mrs. Green, <u>Miss Jones</u> <u>does not have my</u> health record."</p> <p>Help children to substitute proper pronouns, verb forms, and indirect direct ones. Have children practice converting sentences. Let pupils practice using the proper inflections which reflect the teacher. Remind pupils to add their own expressions of politeness, such as: <u>you.</u> Have the class listen to determine whether the message was accurate and whether pupils were polite.</p> <p> Take pictures of guests and of children in the role-playing situations.</p>

TEACHING PROCEDURES

MATERIALS

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ass messages to deliver to various "school personnel."
t, in the words which the pupils will use.

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age: "John, please tell Mrs. Green that I do not have your
health record."

te- "Excuse me, Mrs. Green, Miss Jones said that she
by does not have my health record."

ute proper pronouns, verb forms, and indirect quotations for
converting sentences.

ing the proper inflections which reflect the politeness of the
their own expressions of politeness, such as: excuse me, thank

to determine whether the message was accurately delivered;
e polite.

g guests and of children in the role-playing situations.

Cards with names of schoolworkers
Camera



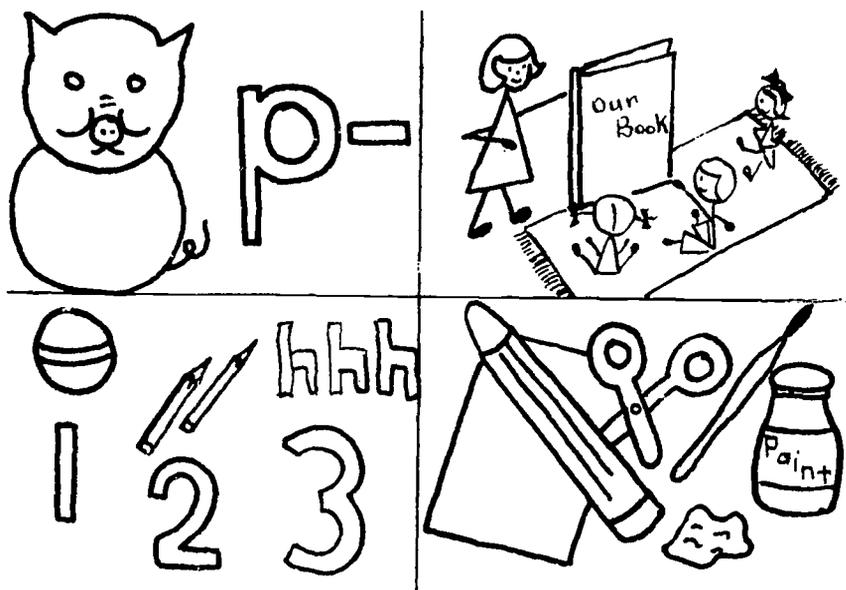
SKILLS	TEACHING PROCEDURES
<p>Developing Time Concepts</p> <p>Building Vocabulary</p>	<p>Use poetry.</p> <p>Read or say the poem, "Tick Tock." Ask: "What did you hear the clock saying? In the poem what is it <u>time for</u>?" Encourage pupils to use the phrase <u>it's time for</u> in their answer. Allow children to tap pencils on desks in the rhythm of the poem repeated. Ask children to listen to the poem, "Goodness Me" to find out some things that might include in a time schedule for ourselves when we are at school. Ask children to pantomime activities suggested by the poem and afterwards to ask, "What time is it?" Permit members of the class to give sentences telling what it is time for. Encourage answers, such as: <u>It's time for</u> breakfast. <u>It is time to</u> eat breakfast. <u>It is time to</u> clean our teeth. <u>It's time to</u> clean up. <u>It's time for</u> play. <u>It's time to</u> play.</p> <p>Help pupils plan a schedule of things to do at school during the day. Encourage sentences, such as: We will learn new sounds. We will read <u>Our Big Book</u>. We will have number. We will have a work period. Make a picture chart showing <u>Our Plans</u>.</p>

TEACHING PROCEDURES	MATERIALS
<p>Tick Tock." The clock saying? "Time for?" The phrase <u>it's time for</u> in their answer. Pencils on desks in the rhythm of the poem as the poem is The poem, "Goodness Me" to find out some of the things we schedule for ourselves when we are at home. Activities suggested by the poem and after each pantomime "?" The class to give sentences telling what it is time to do. The class:</p>	<p>Poetry references: Scott, Louise Binder and Thompson, J. J. <u>Talking Time</u>. New York: Webster Division McGraw-Hill Book Company, 1951. p. 158. "Tick, Tock." Aldis, Dorothy, <u>All Together</u>. New York: G. P. Putnam's Sons, 1925 and 1952. p. 26. "Goodness Me."</p>

st.
 eeth.

of things to do at school during the day.
 as:
 us.
 ook.

riod.
 ing Our Plans.



SKILLS	TEACHING PROCEDURES
	<p>* Use pictures.</p> <p>Show a picture of a family eating breakfast. Provide an opportunity for children to talk freely about what is in the picture.</p> <p>Discuss the importance of eating a good breakfast. Ask pupils what time of day it must be. Have children suggest other activities which take place in the morning.</p> <p>Show a picture of children at lunch. Encourage pupils to tell what time of day it is. Help pupils realize that lunchtime at school is at <u>12 o'clock</u> or at <u>noon</u>.</p> <p>Guide pupils in recognizing the ingredients of a good lunch. Present a picture of a family at dinner. Discuss the occasion and the idea that dinner is usually in the evening <u>after noon</u>.</p> <p>Use direct experiences.</p> <p>Show the children a large instructional clock with movable hands. Allow pupils to share ideas about clocks and their uses. Help pupils identify the <u>face</u> and <u>hands</u> of the clock. Help children read the numbers on the face of the clock. Guide children to notice the difference in the hands of the clock. Show pupils the direction in which hands on a clock move. Establish the meaning of <u>clockwise</u>. Place the long hand on 12. Explain that the long hand of the clock is always on 12 when it is <u>o'clock</u>. Help pupils understand that the term <u>o'clock</u> is used when we speak of the hour. Show pupils how the short hand is used to show the hour. Let pupils move the short hand around the clock <u>clockwise</u> and name the hour.</p>

TEACHING PROCEDURES

MATERIALS

family eating breakfast.
 opportunity for children to talk freely about what is happening in the
 process of eating a good breakfast.
 of day it must be.
 other activities which take place in the morning.
 children at lunch.
 tell what time of day it is.
 that lunchtime at school is at 12 o'clock or at noon.
 identifying the ingredients of a good lunch.
 a family at dinner.
 and the idea that dinner is usually in the evening or some time

Pictures:

family eating breakfast
 children eating lunch
 family at dinner

large instructional clock with movable hands.
 ideas about clocks and their uses.
 the face and hands of the clock.
 the numbers on the face of the clock.
 to notice the difference in the hands of the clock.
 the direction in which hands on a clock move.
 the meaning of clockwise.
 on 12.
 the long hand of the clock is always on 12 when it is exactly the hour.
 and that the term o'clock is used when we speak of an exact hour.
 the short hand is used to show the hour.
 the short hand around the clock clockwise and name each hour.

Instructional clock with movable hands.

SKILLS	TEACHING PROCEDURES
	<p>Be sure pupils speak in sentence and use the term o'clock. Mark a circle on the floor. Fill in the hours and have pupils <u>walk the hours</u>. Have various pupils move to the <u>right or clockwise</u> and tell the ho Let children move to the <u>left or counter-clockwise</u>, later.</p> <p>Use nursery rhymes.</p> <p>Show a picture of a child rushing to school. Ask: "Where do you think the boy is going? Why do you think he is rushing? At what time should we get to school?"</p> <p>Explain that someone who works very hard at school and learns a reading may be called a scholar.</p> <p>Read the rhyme, "A Diller, A Dollar." Ask: "At what time did this little boy usually arrive at school? At what time was the boy beginning to arrive?"</p> <p>Place the long hand of the clock on the 12 for the children. Ask a child to move the short hand clockwise around the face of the time that the boy usually arrived at school; the hour at which arriving.</p> <p>Permit a child to show and tell when he must be at school. Help pupils understand that hours before 12 o'clock are <u>morning h</u> Ask pupils if they know a word which means 12 o'clock in the mid Help pupils associate the word <u>noon</u> with <u>12 o'clock</u>.</p> <p>Show a picture of a grandfather clock. Say: "Does anyone know what we call a clock like this? How is this clock different from most clocks which we see?"</p>

TEACHING PROCEDURES

MATERIALS

ask in sentence and use the term o'clock.
 the floor.
 and have pupils walk the hours.
 s move to the right or clockwise and tell the hour.
 to the left or counter-clockwise, later.

a child rushing to school.
 ou think the boy is going?
 hink he is rushing?
 hould we get to school?"
 one who works very hard at school and learns a great deal through
 e called a scholar.
 "A Diller, A Dollar."
 e did this little boy usually arrive at school?
 was the boy beginning to arrive?"
 d of the clock on the 12 for the children.
 ve the short hand clockwise around the face of the clock to show the
 boy usually arrived at school; the hour at which he was currently
 show and tell when he must be at school.
 stand that hours before 12 o'clock are morning hours.
 know a word which means 12 o'clock in the middle of the day.
 ate the word noon with 12 o'clock.
 a grandfather clock.
 e know what we call a clock like this?
 clock different from most clocks which we see?"

Picture:
 child rushing to school

Arbuthnot, May H., compiler. Time for Poetry, Revised. Fair Lawn, New Jersey: Scott, Foresman and Co., 1952, 1961. p. 126.

Instructional clock with movable hands.

Picture of grandfather clock.

SKILLS	TEACHING PROCEDURES
<p>Interpreting a Rhyme</p>	<p>Guide pupils in realizing that grandfather clocks are seldom used. Tell pupils that the clock in the rhyme which they will hear is a grandfather clock. Say the rhyme, "Hickory Dickory Dock." Ask pupils to tell what time the clock struck. Provide an opportunity for a child to show this time on the clock. Ask: "Is 1 o'clock <u>before noon</u> or <u>after noon</u>?" Help pupils find and name other hours in the <u>afternoon</u>.</p> <p>Say the rhyme, "Hickory Dickory Dock." Have the children clap hands one time on the word <u>one</u>. Encourage pupils to say the rhyme with the teacher and to clap a time. Use a metronome, if one is available, to set the rhythm of a clock. Have the class say "tick tock" in rhythm with the metronome. Divide pupils into two groups after they know the rhyme quite well. Have one group say the poem while the other group keeps the rhythm "tick tock." Choose a tall child to be the grandfather clock and a small child to be the mouse. Encourage pupils to give suggestions about how the mouse could climb up and down the clock. Guide pupils in <u>considering the idea</u> of going around the clock in one direction at a time the mouse goes up, and in the other direction as the mouse goes down. Review the words <u>clock-wise</u> and <u>counter-clockwise</u>. Provide opportunity for pupils to pantomime this activity as the class says the rhyme. Divide the class into the two groups, one to recite the rhyme; one to pantomime. Add the pantomime. Let the group saying "tick tock" use rhythm sticks to accompany the rhyme.</p>

TEACHING PROCEDURES

MATERIALS

grandfather clocks are seldom used by families now.
 the rhyme which they will hear is a grandfather clock.
 "ry Dock."
 clock struck.
 ld to show this time on the clock.
 or after noon?"
 hours in the afternoon.

ry Dock."
 e time on the word one.
 rhyme with the teacher and to clap at the appropriate

ilable, to set the rhythm of a clock ticking.
 n rhythm with the metronome.
 ter they know the rhyme quite well.
 hile the other group keeps the rhythm with the words,

grandfather clock and a small child to be the mouse.
 uestions about how the mouse could pretend to run up

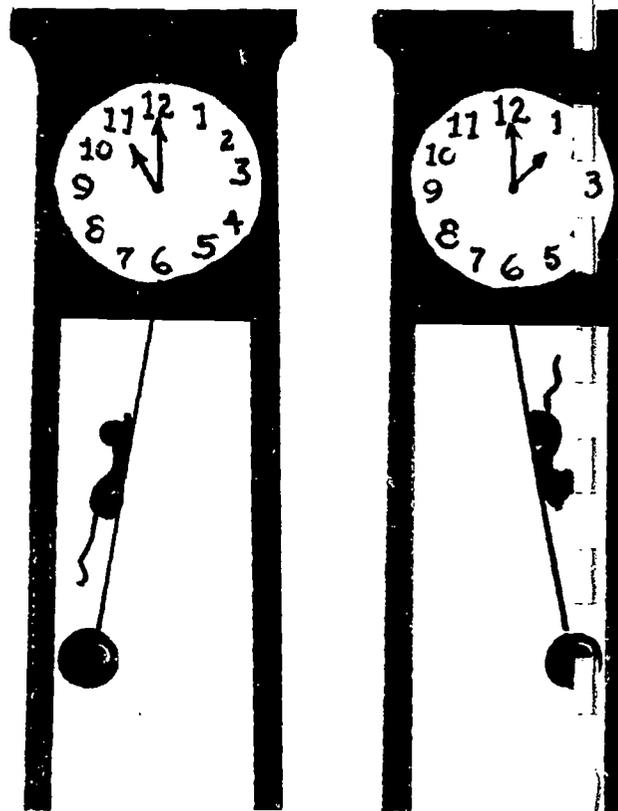
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 nd counter-clockwise.
 to pantomime this activity as the class says the poem.
 ups, one to recite the rhyme; one to say, "Tick tock."
 " use rhythm sticks to accompany their words.

Arbuthnot, May H. Compiler, Time for Poetry. Fair Lawn, New Jersey: Scott, Foresman and Co., 1952, 1961. p. 116

Instructional clock with movable hands.

For dramatization, refer to:
 Music Curriculum, p. 58

Metronome



SKILLS	TEACHING PROCEDURES
<p>Enjoying and Interpreting Pictures</p> <p>Formulating and Organizing Ideas</p> <p>Developing Concepts of Ordinal Numbers</p> <p>Developing Spontaneous Ideas</p> <p>Planning and Organizing Details</p>	<p>Have a child strike a <u>triangle</u> or <u>xylophone</u> on the word <u>one</u> in struck <u>one</u>."</p> <p>* Use a picture story.</p> <p>Share the book, <u>Let's Take a Walk</u> with the pupils. Invite a discussion of the place and setting of the picture story. Lead the pupils to observe the illustrations, discuss, and discuss. The children live in the city. City children live in houses, apartments, or rooms. There are five children who go for a walk from First Street. Encourage pupils to frame their thoughts as they read the picture in their own words. Record their story in sequence. Discuss the number concepts found through the use of ordinal signs, and the sequential order of the city streets. Have pupils note the progression of numbers on homes and stores. Allow sharing of personal pupil experiences with walks. Elicit their observations of urban life in their neighborhood. Permit comparisons to be made between the story setting and the settings. Ask pupils to decide these points concerning the story: the season of the year the time of day the possible location of the children's parents the ages and grades of the children. Ask pupils if they would enjoy a class-walk in the neighborhood fall.</p> <p>Take a November neighborhood walk.</p> <p>Plan with the class these points: Why are we going? Where shall we walk? When shall we go?</p>

TEACHING PROCEDURES

MATERIALS

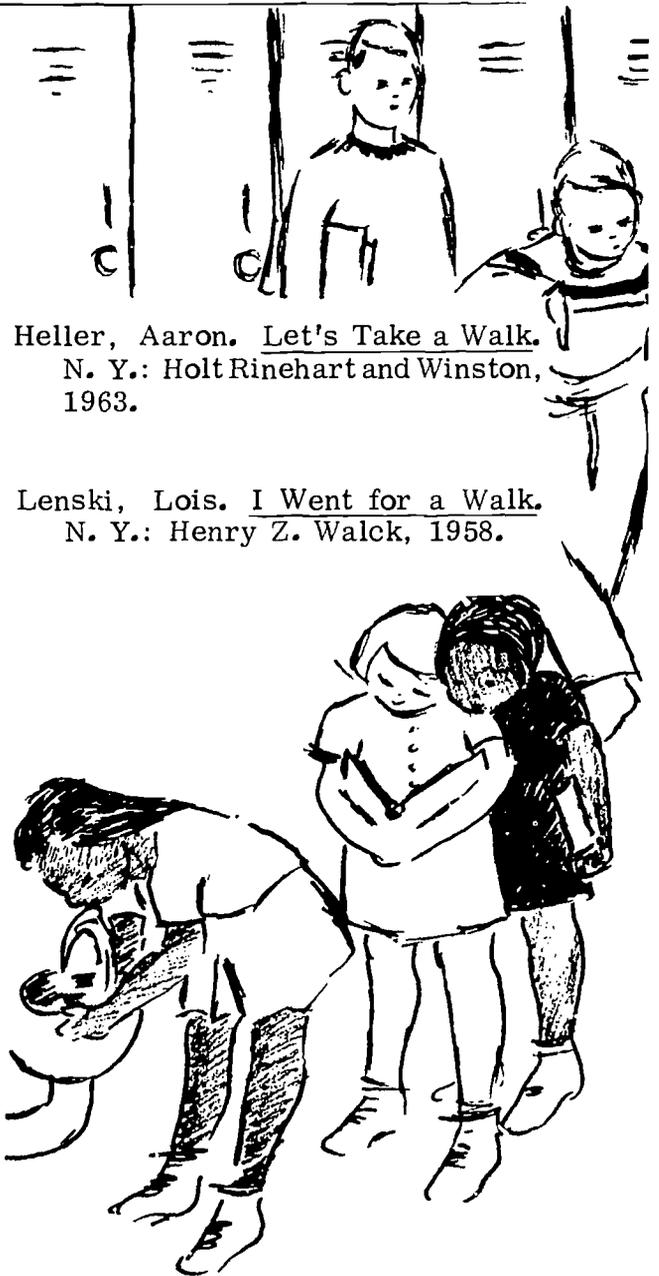
angle or xylophone on the word one in the line, "The clock

Take a Walk with the pupils.
 Place and setting of the picture story.
 Discuss the illustrations, discuss, and discover that:
 the city.
 houses, apartments, or rooms.
 men who go for a walk from First Street to Twelfth Street.
 their thoughts as they read the pictures and tell the story

quence.
 Concepts found through the use of ordinal numbers on street
 dial order of the city streets.
 expression of numbers on homes and stores.
 pupil experiences with walks.
 of urban life in their neighborhood.
 made between the story setting and their own neighborhood

se points concerning the story:
 ear

on of the children's parents
 s of the children.
 enjoy a class-walk in the neighborhood to notice the signs of



Heller, Aaron. Let's Take a Walk. N. Y.: Holt Rinehart and Winston, 1963.

Lenski, Lois. I Went for a Walk. N. Y.: Henry Z. Walck, 1958.

ighborhood walk.

ese points:

alk?

SKILLS

TEACHING PROCEDURES

What shall we notice?

Whom may we see?

What may we hear and smell?

Map the route on chart paper.

List sights for which to watch carefully.

Use pictures depicting fall sights and activities to stimulate planning.

Lead pupils to anticipate the changes since summer that they may see

in the activities of the birds (no nest building)

children, (few on the street) and adults.

in the weather (temperature)

in people's wearing apparel

Review trip manners before the walk.

Ask: "How can we be helpful during our walk to be sure it is pleasant?"

Help pupils to formulate standards of conduct for themselves, such as

Helping is...

acting pleasant on our trip

lightly holding a partner's hand

keeping to the right on the sidewalk

saying excuse me, should we walk on someone's foot

falling in and out of line quickly

letting shorter people stand in front of us

remembering to listen and learn as we walk.



This idea and format are from the delightful little book list

CHING PROCEDURES

MATERIALS

smell?

carefully.

ghts and activities to stimulate planning.

e changes since summer that they may expect to find:

ds (no nest building)

et) and adults.

are)

el

walk.

uring our walk to be sure it is pleasant for everyone?"

ds of conduct for themselves, such as:

hand

sidewalk

we walk on someone's foot

quickly

nd in front of us

nd learn as we walk.

are from the delightful little book listed here.

Pictures:

- brightly colored falling leaves
- squirrels gathering nuts
- sweeping and piling leaves
- fall house cleaning (window washing)
- pumpkins in grocery store
- insect cocoons
- people and their clothing
- raking leaves
- fall's flowers
- berries and seeds

- Chart paper
- Felt pen

Cilleo, Alma, Helping Is... Elgin, Ill.: David C. Cook Publishing Co., 1964.

SKILLS	TEACHING PROCEDURES
<p>Following-up a Trip</p>	<p>Make use of stories, poems, reports, and audio-visual aids to recall of the trip. Allow children to express themselves in relating and interpreting what they learned.</p> <p>Record the reactions to the trip.</p> <p>Encourage the "why" and the "how" so that pupils may develop deeper understanding and learn to establish relationships.</p>
<p>Building Concepts about the Farm</p>	<p>* Display a picture of a farm scene. Encourage children to tell about the picture. Ask: "How many have ever been on a farm? Will you tell us about it?" Ask additional questions if pupils need help in organizing their thoughts. What animals did you see? What buildings were there? What foods were grown? Tell us how you had fun. Tell us about anything which you did to help. Provide opportunity for pupils to pretend to be various animals and describe what they do or by making the sounds of the animals. Ask members of the class to find the animal in the picture which they like best. Discuss buildings and activities on the farm that are indicated in the picture.</p>

TEACHING PROCEDURES	MATERIALS
<p>ms, reports, and audio-visual aids to reinforce the findings ss themselves in relating and interpreting what they have he trip. the "how" so that pupils may develop depth in their thinking relationships. m scene. l about the picture. er been on a farm? ut it?" if pupils need help in organizing their thoughts. see? here? n? n. g which you did to help. pupils to pretend to be various animals either by moving as the sounds of the animals. to find the animal in the picture which the child is imitating. activities on the farm that are indicated by the displayed</p>	<p>Public Schools of the District of Columbia. <u>Catalogue of Audio- visual Materials</u>. Washington, D. C.: Board of Education, 1964.</p> <p><u>Filmstrip:</u> 1077 <u>In Autumn</u></p> <p>National Dairy Council. <u>Dairy Farm Panorama Kit</u>. Chicago: 1964 or Large pictures of farm scenes</p>

SKILLS	TEACHING PROCEDURES
<p>Perceiving Relationships</p> <p>Building Vocabulary</p>	<p>Use films:</p> <p>Guide a discussion of kinds of animals which could be seen on a farm. Allow pupils to indicate which of the farm animals they would choose to live on a farm. Show the film, "Farm Babies and Their Mothers." Ask pupils to watch for additional farm animals.</p> <p>*Use pictures:</p> <p>Place pictures of animal mothers in the pocket chart. Have pupils name the animals and tell things which they know about them, such as their sounds, homes, use. Show a picture of a baby animal. Give its name. Have someone find the animal that could be the mother. Have the baby animal placed next to its mother. Continue in a similar manner until the names of all the babies have been given and all babies have been put next to mothers. Remove two of the mothers but leave all of the babies. Ask pupils to tell which mothers are missing. Help children realize that looking at the babies helped them know which mothers were missing. Repeat the same procedure removing a different set of two. Take babies away, two at a time, but leave mothers. Have children tell which babies are missing. Remind children when necessary of the correct names of the baby animals. Let children draw pictures of mother and baby farm animals.</p>

TEACHING PROCEDURES

MATERIALS

animals which could be seen on a farm.
of the farm animals they would choose for a pet if they

and Their Mothers."
onal farm animals.

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Public Schools of the District of
Columbia: Catalogue of Audio-
Visual Materials. Washington,
D. C.: Board of Education, 1964.

Film:
755 Farm Babies and Their
Mothers

Pictures:
cow calf
horse colt
sheep lamb
pig piglet
hen chick
cat kitten

Pocket chart
or
Pictures of farm animals published
by:
Society for Visual Education, 1345
Diversey Parkway, Chicago.

SKILLS	TEACHING PROCEDURES									
<p>Using Discovery to Enrich Vocabulary</p>	<p>Use a "Mystery Bag."</p> <p>Place the gaily decorated "Mystery Bag" of concealed apples in a corner in the room, before the pupils arrive for the day. Invite the pupils to try to discover the contents of the bag. Advise them that they may touch the bag and that their guesses are to be answered later during their language period.</p> <p>Initiate the lesson with a question, such as: "Do you think you have discovered the contents of this bag?"</p> <p>Guide the pupils to respond in complete sentences, as: "I think it's a ball." "Those are peaches."</p> <p>Arrange the apples on a low table after the pupils have guessed correctly. Lead the pupils to discover the:</p> <table border="0"> <tr> <td>colors _____</td> <td>red, yellow, green _____</td> <td>through observation</td> </tr> <tr> <td>shape _____</td> <td>nearly round _____</td> <td>by holding in hands</td> </tr> <tr> <td>feel _____</td> <td>firm, smooth, round _____</td> <td>by manipulation</td> </tr> </table>	colors _____	red, yellow, green _____	through observation	shape _____	nearly round _____	by holding in hands	feel _____	firm, smooth, round _____	by manipulation
colors _____	red, yellow, green _____	through observation								
shape _____	nearly round _____	by holding in hands								
feel _____	firm, smooth, round _____	by manipulation								
<p>Repeating Sentence Patterns</p>	<p>Caution children to listen attentively to "structured language." Say: "How did the apple feel?" The apple felt firm. It felt round. It felt smooth."</p> <p>Emphasize with the pupils the use of descriptive words by structuring the language as indicated, for them to repeat after you. Allow <u>concert recitation</u> of the patterned language. Move to individual pupils for <u>individual responses</u> of the same pattern.</p>									

TEACHING PROCEDURES

MATERIALS

"Mystery Bag" of concealed apples in a conspicuous spot
pupils arrive for the day.
discover the contents of the bag.
touch the bag and that their guesses and queries will be
their language period.

question, such as:
"discovered the contents of this bag?"
in complete sentences, as:

table after the pupils have guessed correctly.
the:
color, green _____ through observation
shape, round _____ by holding in hands
texture, smooth, round _____ by manipulation

attentively to "structured language."
"How do they feel?"

the use of descriptive words by structuring sentences, as
repeat after you.
the patterned language.
for individual responses of the same patterned responses.

Gaily decorated bag with means to
fasten it securely

Apples—red, yellow, green for
manipulative purposes, for cut-
ting and eating

Tray
Napkins
Knife



SKILLS	TEACHING PROCEDURES
<p>Using Discovery to Enrich Vocabulary</p>	<p>Cut the apples to be eaten into wedges. Arrange them attractively on a tray with napkins. Invite the pupils to serve themselves a wedge of the fruit. Demonstrate the cafeteria-type of service.</p> <p>Stress these social amenities: orderly line formation politeness to one another taking proper turns touching <u>only</u> that piece of fruit which will be chosen moving <u>through</u> the line quickly</p> <p>Direct the attentions of the pupils to the smell of their fruit. Build vocabulary around the smell, the taste, and the structure such words as: peel- thin, chewy, stiff, tough, smooth, the color pulp- moist, juicy, wet, sweet, tart, runchy, g the part we eat, white core- in the center, holds seed pods, papery seeds- small, dark, hard, discarded, many</p> <p>Allow the pupils to eat the fruit. * Review and clarify the new vocabulary with a "game," as "Name Ask pupils to identify and describe the parts of an apple as the</p>
<p>Using Clues to Associate Words with Their Meanings</p>	<p>Guide pupils in thinking of riddles about apples, as: It is crunchy and white. What is it? It is in the center of the apple. What is it?</p>

TEACHING PROCEDURES

MATERIALS

wedges.
tray with napkins.
serves a wedge of the fruit.
of service.

fruit which will be chosen
quickly

leads to the smell of their fruit.
smell, the taste, and the structure of the fruit to include

stiff, tough, smooth, the color
wet, sweet, tart, runchy, grainy, mellow, firm,
eat, white
holds seed pods, papery
hard, discarded, many

t.
vocabulary with a "game," as "Name and Tell."
describe the parts of an apple as the teacher touches them.

stories about apples, as:
what is it?
apple. What is it?



SKILLS	TEACHING PROCEDURES																					
Expanding Vocabulary	<p>Build additional and related lessons about fruits and develop vocabulary.</p> <table border="0"> <tr> <td>bananas-</td> <td>yellow, green</td> <td>peel, thick-skinned soft, firm, mushy,</td> </tr> <tr> <td>pears-</td> <td>golden, green, yellow</td> <td>mellow, crisp</td> </tr> <tr> <td>oranges-</td> <td>orange, green, yellow</td> <td>circular, citrus, pith</td> </tr> <tr> <td>lemons-</td> <td>yellow</td> <td>sour, tart, biting, o</td> </tr> <tr> <td>grapefruit-</td> <td>yellow, green, pink</td> <td>seedless, many seed</td> </tr> <tr> <td>lime-</td> <td>green</td> <td>tangy, sour, bitter</td> </tr> <tr> <td>blueberries-</td> <td>dark blue</td> <td>small</td> </tr> </table>	bananas-	yellow, green	peel, thick-skinned soft, firm, mushy,	pears-	golden, green, yellow	mellow, crisp	oranges-	orange, green, yellow	circular, citrus, pith	lemons-	yellow	sour, tart, biting, o	grapefruit-	yellow, green, pink	seedless, many seed	lime-	green	tangy, sour, bitter	blueberries-	dark blue	small
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Perceiving Relationships of Class and Origin	<p>Set the stage for this lesson by showing pictures of Peter Rabbit and Gregor's garden and the Little Pig, from "The Three Pigs,"</p> <p>Review fruit names using felt cut-outs of fruits.</p> <p>Guide the pupils in a brief discussion of each fruit.</p> <p>Remind them to use the developed vocabulary.</p> <p>* Encourage pupils to designate on which kind of living thing each fruit grows.</p> <p>Clarify thinking with pictures of fruit on trees and bushes and on a</p>																					
Making Comparisons	<p>Place on the flannel board a felt tree, a bush, and a banana plant.</p> <p>Discuss the differences between the three, such as height, shape, etc.</p> <p>Include in the vocabulary such words as:</p> <table border="0"> <tr> <td>roots</td> <td>trunk</td> <td>stem</td> <td>leaves</td> </tr> <tr> <td>taller than,</td> <td>shorter than,</td> <td>higher than,</td> <td>lower than</td> </tr> <tr> <td>larger than,</td> <td>smaller than</td> <td></td> <td></td> </tr> </table>	roots	trunk	stem	leaves	taller than,	shorter than,	higher than,	lower than	larger than,	smaller than											
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TEACHING PROCEDURES	MATERIALS																						
<p>and lessons about fruits and develop vocabulary as:</p> <table border="0"> <tr> <td>green</td> <td>peel, thick-skinned</td> </tr> <tr> <td></td> <td>soft, firm, mushy, ripe</td> </tr> <tr> <td>green, yellow</td> <td>mellow, crisp</td> </tr> <tr> <td>green, yellow</td> <td>circular, citrus, pithy, delicious, juicy</td> </tr> <tr> <td></td> <td>sour, tart, biting, oily peel</td> </tr> <tr> <td>green, pink</td> <td>seedless, many seeds, sections, rind</td> </tr> <tr> <td></td> <td>tangy, sour, bitter</td> </tr> <tr> <td>blue</td> <td>small</td> </tr> </table> <p>on by showing pictures of Peter Rabbit digging in Mr. Mc- the Little Pig, from "The Three Pigs," gathering apples. felt cut-outs of fruits. discussion of each fruit. developed vocabulary. name on which kind of living thing each fruit grows. ures of fruit on trees and bushes and on a banana plant.</p> <p>rd a felt tree, a bush, and a banana plant for identification. between the three, such as height, shape, and structure. such words as:</p> <table border="0"> <tr> <td>stem</td> <td>leaves</td> </tr> <tr> <td>an, higher than, lower than</td> <td></td> </tr> <tr> <td>than</td> <td></td> </tr> </table>	green	peel, thick-skinned		soft, firm, mushy, ripe	green, yellow	mellow, crisp	green, yellow	circular, citrus, pithy, delicious, juicy		sour, tart, biting, oily peel	green, pink	seedless, many seeds, sections, rind		tangy, sour, bitter	blue	small	stem	leaves	an, higher than, lower than		than		<p>Bananas, oranges, pears, blueber- ries, cherries, lemons, limes, grapefruits</p> <p><u>Pictures:</u> a fruit tree a berry bush a banana plant</p> <p>Mr. McGregor's garden Little Pig gathering apples</p> <p>A large flannel board <u>Felt cut-outs:</u> tree, bush, banana plant, apples, bananas, pears, oranges, limes, lemons, grapefruits, blueberries</p>
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SKILLS	TEACHING PROCEDURES
	<p>Invite each pupil to select one of the felt fruits and think of what it is.</p> <p>Have each pupil identify his fruit for the class.</p> <p>Remind pupils to speak in sentences as:</p> <p style="padding-left: 40px;">This is a pear. My fruit is a pear.</p> <p style="padding-left: 40px;">I have a pear. Here is a pear.</p> <p>Allow pupils to place their fruits upon one of the three larger trees and say where it grew.</p> <p>Show the story "Blueberries for Sal."</p> <p>Correlate the story with this lesson.</p> <p>Motivate in the pupils the desire to hear the story later in the year.</p> <p>Use stories:</p> <p>Show children an apple.</p> <p>Allow children to identify the fruit, tell different colors of apples and where they grow.</p> <p>Tell pupils that in the story which they will hear an apple came from a tree and became quite excited.</p> <p>Ask pupils to listen to find out:</p> <p style="padding-left: 40px;">What funny thing happened when an apple fell off of a tree?</p> <p style="padding-left: 40px;">Who finally helped the little chicken?</p> <p>Read or tell the story of "Chicken Little" to children.</p> <p>Allow pupils to answer the questions above.</p> <p>If pupils need help, ask:</p> <p style="padding-left: 40px;">"What did Chicken Little think was happening when the apple fell?"</p> <p style="padding-left: 40px;">What did he decide to do?</p> <p style="padding-left: 40px;">Which animal helped Chicken Little?</p> <p style="padding-left: 40px;">How did he help?</p> <p style="padding-left: 40px;">What other animals stopped Chicken Little?</p> <p>Let pupils draw the part of the story they wish.</p> <p>Have several children tell about their pictures.</p>

CHING PROCEDURES

MATERIALS

of the felt fruits and think of where it grew.
suit for the class.
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ly fruit is a pear.
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McCloskey, Robert, Blueberries for Sal. New York: Viking Press, 1948.

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Refer to: Chicken Little, Tell-A-Tale Books. Racine, Wisconsin: Whitman Publishing Co., 1958.

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icken Little" to children.
uestions above.

think was happening when the apple hit him?

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out their pictures.

SKILLS

TEACHING PROCEDURES

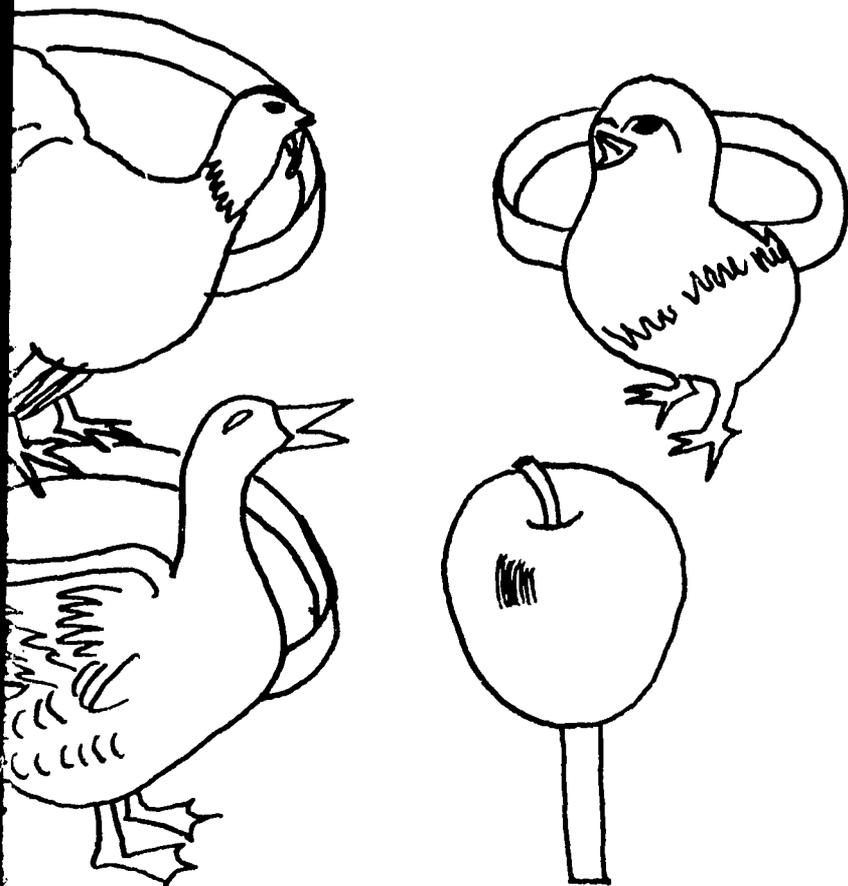
- * Review the story emphasizing correct sequence.
Have children arrange characters in the order in which the story.
- Guide pupils in making pictures of the animals to use as puppets for costuming.
- Provide opportunity for pupils to give their interpretation of the story through dramatization or puppetry.



TEACHING PROCEDURES

MATERIALS

emphasizing correct sequence.
change characters in the order in which they are introduced in the
drawing pictures of the animals to use as puppets, headbands, or other
y for pupils to give their interpretations of the story through
puppetry.



SKILLS	TEACHING PROCEDURES
<p>Eliciting Specific Information</p>	 <p>Whenever pupils are studying the family, make it clear that a mother and a grandparent taking care of the children; or and an aunt; in other homes only mother cares for the children working away from home during the day or night. Sometimes older brothers and sisters care for the family. Accept all of the variations and encourage in each child feelings of comfort and relationships.</p> <p>Use a song: "How Many People Live in Your House?"</p> <p>Invite pupils to sing a song which has been learned and enjoyed previously. "How Many People Live in Your House?"</p> <p>Permit each child to sing alone the verses which name and enumerate his family.</p> <p>Ask: "Which members of your family earn money for your family?"</p> <p>Allow freedom and time for the individual pupil contributions on this question.</p> <p>Give responses of approval.</p> <p>Express appreciation for each pupil's response.</p> <p>Allow those pupils who are in doubt about this information to report on another day. Help these pupils to form sensitively questions which they could ask at home in order to maintain the feeling between their school and their family.</p> <p>Guide pupils to understand that some of their parents earn money by what they produce or help to produce, while others are paid for what they <u>do</u> for others.</p>

TEACHING PROCEDURES

MATERIALS

When studying the family, make it clear that some homes have a mother and father taking care of the children; others have a father and mother. In some homes only mother cares for the children and often she is busy during the day or night. Sometimes, in this instance, the father cares for the family. Accept all of these family organizations and give each child feelings of comfort and appreciation for all.

Read "How Many People Live in Your House?"

Review the singing which has been learned and enjoyed prior to this lesson, "How Many People Live in Your House?" Sing alone the verses which name and enumerate members of the family.

Ask "How do your family members earn money for your family's needs?" and record the individual pupil contributions on this topic.

Discuss each pupil's response.

For those who are in doubt about this information the privilege of re-reading is given. Help these pupils to form sensitively phrased questions to ask at home in order to maintain the feeling of cooperation between the child and their family.

Explain that some of their parents earn money from goods that they produce, while others are paid for things or tasks that they do.

Woods, Lucille F. and Scott, Louise B. Singing Fun. Pasadena, California: Webster Publishing Co., 1954. p. 49, "How Many People Live in Your House?"

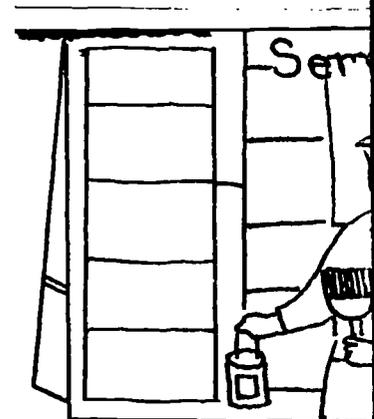
Filmstrip:
What Do Fathers Do? 35 frames, color. New York: McGraw-Hill Book Co., Textbook Film Department.

SKILLS

TEACHING PROCEDURES

Lead pupils to realize that these tasks are called services.
 Establish the concept that people work to produce goods or services.
 Say: "John's father is an auto mechanic.
 What are some of the things his father does at work?
 Does he make something; or does he do something for someone?
 Did he do a service, or did he produce goods or a product?"
 Ask pupils to give reasons for their answers.

Have a pupil decide and tell which type of job his family's worker does.
 * Show the pocket chart with its two pockets labeled Goods—Services.
 Provide an illustration near these words to aid in their identity.
 Display and have pupils identify pictures of workers.
 Encourage pupils to speak clearly in sentences, such as:
 This man is a policeman.
 This is a picture of a nurse.
 Here is a baker.
 I have a picture of a store clerk.



TEACHING PROCEDURES

MATERIALS

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 Concept that people work to produce goods or services.
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 "Did he provide a service, or did he produce goods or a product?"
 Give reasons for their answers.
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 A pocket chart with its two pockets labeled Goods—Services.
 Illustration near these words to aid in their identity.
 Have the pupils identify pictures of workers.
 Encourage them to speak clearly in sentences, such as:
 "This is a policeman."
 "This is the picture of a nurse."
 "This is a baker."
 "This is the picture of a store clerk."

A pocket chart with a strip to divide it into two large sections

Two Labels — Goods Services

Pictures of producers of:

Goods

- factory workers
- farmer
- baker

Services

- auto mechanic
- postman
- sanitation workers
- milk man
- shoe repairman
- painter
- teacher
- policeman
- store clerk



SKILLS

TEACHING PROCEDURES

Place each picture, as it is identified, in view to make a "picture gallery."
Have pupils reexamine the "gallery of workers" to concentrate on the good
service produced by each worker.

Let each pupil select a picture of a worker, classify his job, and place it
in the proper pocket of the pocket chart.

Provide pupils with art materials with which to illustrate the worker of the
or one of the workers discussed during the lesson.

Plan a sharing period for the children's work at which time each pupil
whether his illustration depicts someone who provides a service or good.

Compile the pictures and the individual remarks about the pictures into a book.

Have pupils create a title for the book and number the pages.

Teach suggested songs and poems.

Correlate them with the lesson.

Interpret these with the pupils through the use of pantomime, puppetry, role
and creative drama.

Provide a doctor's kit and other suggested props.

Display them on a table.

Ask the pupils to name the items that they would like to use to help the
"worker."

Allow the selection of props and the opportunity to pantomime for the class
at work.

Advise the class to observe each pupil thoughtfully in order to discover the
of the worker and the work he is doing.

TEACHING PROCEDURES

MATERIALS

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 ve each pupil thoughtfully in order to discover the identity
 ork he is doing.

Assorted art materials suitable for
 making illustrations

Public Schools of District of Colum-
 bia. Music Curriculum, Kinder-
 garten-2. Washington, D. C.:
 Board of Education, 1965. p. 57,
 Responding to Rhythm—Work
 Songs
 "A Work Chant"
 "Busy Worker"
 "Paper Boy"

Toy doctor's kit
 Nurse's kit
 Ironing board, iron, doll clothes,
 saw, toy mail bag, push broom

SKILLS	TEACHING PROCEDURES
<p>Gathering Pertinent Information</p>	<p>Steer pupils to evaluate each performance by asking questions, e.g. What did the doctor do to make us know that he <u>was</u> a doctor? What kind of person was the doctor?</p> <p>Ask the pupils if they would like to share their storybook, poem, or songs with another class.</p> <p>Guide them to build experience charts that would include:</p> <ul style="list-style-type: none"> the facts that they have learned the experiences used to help them learn the new vocabulary the fun they had while learning the planning of their program to share with another class <p>Have the children select the content and participants for <u>their</u> program.</p> <p>Build their skill in announcing, explaining, and reciting before others.</p> <p>Plan to invite pupils' parents to come to school as resource persons for their work.</p> <p>Help pupils to formulate questions, comments, and statements to ask these parents.</p>

TEACHING PROCEDURES

MATERIALS

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 on was the doctor?

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parents to come to school as resource persons to describe their

ulate questions, comments, and statements of appreciation for

Paper caps and badges for:

- policeman
- fireman
- milkman
- farmer
- painter
- factory workers

Other tools and equipment as sug-
 gested by the children

Lined chart paper

Felt pen

Art materials for puppets and il-
 lustrations for the experience
 chart

SKILLS	TEACHING PROCEDURES
<p>Identifying Familiar Stories or Story Friends</p>	<p>* Use pictures.</p> <p>Show pictures of situations from several familiar stories. Read a short sketch about one of the pictures. Have pupils use the picture and the oral sketch to identify the story. Have pupils find and discuss the matching picture after each story. Let children act out the part of the story illustrated in each picture.</p> <p>Use verbal story sketches.</p> <p>Give the main idea of a familiar story. Omit names of characters. Example: Once a little girl found a pretty little house in the woods. She went home even though its owners were not in. The members of the family in the house were very surprised when they returned home to find a girl sleeping in one of the beds.</p> <p>Ask children to identify the story and the characters referred to.</p> <p>* Use descriptive sketches of story friends.</p> <p>Give descriptions of the appearance of storybook persons. Ask the class to listen carefully to identify the person. Emphasize words that give the colors and descriptions of clothing, characters, and special facial features. Allow pupils to identify the character and to give descriptive words to remember the person. Let children draw pictures of the storybook figure.</p>

ING PROCEDURES

MATERIALS

several familiar stories.
 the pictures.
 the oral sketch to identify the story.
 matching picture after each story is identified.
 the story illustrated in each picture.

Four or five pictures with scenes depicting familiar stores. (See Direction Finders for Literature, Chart II for story suggestions.)

Cards with written sketches of the four or five familiar stories for teacher-use.

story. Omit names of characters.

Cards with written sketches of four or five familiar stories

pretty little house in the woods. She made herself at
 s were not in. The members of the family who lived
 prised when they returned home and found the little
 ds.

y and the characters referred to in the sketch.

Cards with brief descriptions of familiar characters from literature

riends.

ance of storybook persons.

y to identify the person.

colors and descriptions of clothing and hair, sizes of
 al features.

racter and to give descriptive words that helped them

he storybook figure.

CONTENT
Page 101-Page 117

Readiness Level: Speaking Skills

Readiness Level

Building and Evaluating Standards

	Page
A speech model	101
Speech charts	101
Children's manners	112-113
Choral speaking - "Alas Alack"	116

Developing Concepts and Vocabulary,
Reinforcing Vocabulary, Enriching and
Expanding Vocabulary

The "Pledge of Allegiance"	102
Art reproductions - "Child With Watering Can" and "Le Gourmet"	114-115

Developing Habitual Use of Patterns
of Standard English

Double negatives	103
Social courtesies	112
A poem - "Oh! Susan Blue"	112
Role - play social courtesies	113

Reporting Information

About ourselves
and cut-outs
Children's
Centers of
"Three Billions

Answering Questions

Sentence-
sentence
Poem - "C
Art reproduc
Story - "D
Pictures of

Determining Sentences

Dramatiza
Gruff" ..

CONTENT
Page 101–Page 117

Readiness Level: Speaking Skills

Page		Page
	<u>Reporting Information</u>	
..... 101	About ourselves, pictures	
..... 101	and cut-outs	102-103
..... 112-113	Children's drawings	108
..... 116	Centers of interest	113
	"Three Billy Goats Gruff"	115
	 <u>Answering Specific Questions</u>	
..... 102	Sentence-starters, varying	
	sentence beginnings	108
..... 114-115	Poem — "Oh! Susan Blue"	112
	Art reproductions	114-115
	Story — "The Three Billy Goats Gruff"	115
	Pictures of children in various moods	116
	 <u>Determining Sequence</u>	
..... 103	Dramatization — "The Three Billy Goats	
..... 112	Gruff"	115-116
..... 112		
..... 113		

Perceiving Relationship

Ideas appropriate to a specific category, language games	105
Classification of food and clothing	111

Structuring Sentences

About ourselves, an activity using cut-outs	102
Descriptive words	105
Descriptive words, "Touch Box"	106
Prepositional phrases	106
Subordinate clauses	107
Varying sentence beginnings	108
Avoiding the joining of sentences with "and"	109
Art reproductions, a discussion	114

Conversing

Descriptive words about objects that are pretty	112
Pictures and poetry	112-113
Art reproductions — "Child With Watering Can" and "Le Gourmet"	114-115

Page

Organizing Ideas

Specific categories
Classification
Picture collection
Art reproductions
"Three Billy Goats

Story telling

"Three Billy Goats

Interpreting Information

Identification
clothing ...
Picture study
activities ...
Art reproductions
Watering Can
"Three Billy Goats
Poem — "Aladdin"

Readiness Level: Speaking Skills

Page		Page
	<u>Organizing Ideas</u>	
..... 105	Specific categories	105
..... 111	Classification, food and clothing	111
	Picture collection	111
	Art reproductions	114
	"Three Billy Goats Gruff"	115
	<u>Story telling</u>	
..... 102		
..... 105	"Three Billy Goats Gruff"	115
..... 106		
..... 106		
..... 107		
..... 108		
..... 109		
..... 114		
	<u>Interpreting Information</u>	
	Identification of food and clothing	111
	Picture study of spring and spring activities	111
	Art reproductions — "Child With Watering Can" and "Le Gourmet"	114-115
etty 112	"Three Billy Goats Gruff"	115
..... 112-113	Poem — "Alas Alack"	116
Can"		
..... 114-115		

	Page
<u>Interpreting Mood</u>	
Art reproductions —	
"Child With Watering Can" and	
"Le Gourmet"	114
"Three Billy Goats Gruff"	115
Mood interpretation through tonal	
quality, a picture-study activity	116
Poem — "Alas Alack"	116
 <u>Finding and Contrasting Main Ideas</u>	
"Three Billy Goats Gruff"	115
 <u>Enjoying Poems</u>	
"Oh! Susan Blue," poem, thought interpretation	112-113
"Alas Alack", mood interpretation	116
 <u>Improving Pronunciation</u>	
Troublesome words as model, an activity	103

Improving Pronunciation

Using pictures
Language M
The word "be
"Three Billy

Improving Enunciation

Word endings
Word and ph
"Alas Alack

Readiness Level: Speaking Skills

Page		Page
	<u>Improving Pronunciation - continued</u>	
	Using pictures and the	
..... 114	Language Master.....	104-105
..... 115	The word "because"	111
..... 116	"Three Billy Goats Gruff"	115
..... 116		
	<u>Improving Enunciation</u>	
	Word endings (ing)	104
	Word and phrases in a poem —	
..... 115	"Alas Alack"	116-117
tion		112-113
..... 116		
..... 103		

SPEAKING

Continue To Stimulate The Desire To Spe

SKILLS

TEACHING PROCEDURES

Building Standards

Turn the radio or record player on at a comfortable listening volume. Lower the volume so that the sound is barely audible. Ask pupils which volume they need in order to enjoy listening. Help pupils understand that when they speak, they must be heard. Display a chart showing a child speaking to a group. Guide children in noting that the speaker stands well and looks at the audience. Help pupils notice that the audience looks at and listens to the speaker.

Applying Standards

Show several pictures of pets doing funny things, or show pictures of children which children have indicated interest and experience. Allow pupils to enjoy the pictures. Share a personal experience related to one of the pictures in a story with a model for speaking. Suggest that a pupil, who has had an experience with a pet, share his experience with a partner. Have him share his experience with the class. Guide the class in understanding how their classmate remembers the experience in the picture. Ask the speaker (child who shared) if the audience did its part. Guide the evaluation of sharing efforts. Display the speaking chart, which can be used as a reminder in a prominent place in the room.



Continue To Stimulate The Desire To Speak

SPEAKING

TEACHING PROCEDURES

MATERIALS

Radio or record player on at a comfortable listening level.
Volume at the sound is barely audible.
Volume that they need in order to enjoy listening.
Volume that when they speak, they must be sure the class can hear.
Volume of a child speaking to a group.
Volume that the speaker stands well and looks at the audience.
Volume that the audience looks at and listens to the speaker.

Radio or record player and record
Chart showing a child speaking to a group
Pictures of pets playing
Pictures depicting familiar experiences

Volume of pictures of pets doing funny things, or show pictures of something in which the speaker has indicated interest and experience.

Volume of pictures.
Volume of experience related to one of the pictures in order to provide pupils with a speaking opportunity.

Volume of a child who has had an experience with a pet, pretend that he is the speaker and share his experience with the class.

Volume of understanding how their classmate reminded them of the speaker.

Volume of (who shared) if the audience did its part.
Volume of sharing efforts.

Volume of a chart, which can be used as a reminder of speaking standards, and placed in the room.

Suggestion for Chart:



SKILLS	TEACHING PROCEDURES
<p>Understanding and Learning the "Pledge of Allegiance"</p>	<p>Help pupils say the words in the "Pledge of Allegiance."</p> <p>Let the pupils tell where else they have seen a flag like the one.</p> <p>Ask children to tell what colors they see in the flag.</p> <p>Encourage pupils to discuss the design of the flag.</p> <p>Ask what the flag means to them.</p> <p>Help pupils understand that the flag stands for our country.</p> <p>Remind pupils that when we say the "Pledge of Allegiance," we are good citizens of the United States.</p> <p>Allow pupils to tell how they can be good citizens at home and at school.</p> <p>Remind pupils of correct behavior when saluting the flag.</p> <p>Say the "Pledge of Allegiance."</p> <p>Say phrases for the children to repeat.</p> <p>Help pupils with difficult words.</p> <p>Have pupils take proper positions and say the "Pledge of Allegiance."</p> <p>Practice saying the "Pledge" with emphasis on correct pronunciation.</p>
<p>Developing Sentence Sense</p> <p>Reporting Information about Ourselves</p>	<p>* Use flannel figures.</p> <p>Place a flannel-backed picture of a girl on the flannel board.</p> <p>Say: "This is my friend. She will tell you about herself."</p> <p>Place flannel cut-outs on the board as each sentence is given.</p> <p>Say: "My name is <u>Mary Brown</u>. I am <u>6</u> years old. My address is <u>1509 First Street, Northwest</u>. I live with <u>my mother</u>, <u>three sisters</u>, and <u>two brothers</u>."</p> <p>Help pupils use pictures to recall the kinds of information given: name, address, family.</p> <p>Point to flannel cut-outs and repeat the information presented.</p>

TEACHING PROCEDURES

MATERIALS

s in the "Pledge of Allegiance."
 ere else they have seen a flag like the one in the room.
 hat colors they see in the flag.
 iscuss the design of the flag.
 ans to them.
 d that the flag stands for our country.
 hen we say the "Pledge of Allegiance," we are promising to be
 e United States.
 ow they can be good citizens at home and at school.
 irect behavior when saluting the flag.
 legiance."
 ildren to repeat.
 ult words.
 er positions and say the "Pledge of Allegiance" with the teacher.
 "Pledge" with emphasis on correct pronunciation.

ed picture of a girl on the flannel board.
 end.
 a about herself."
 s on the board as each sentence is given.
 ary Brown.
 d.
 509 First Street, Northwest.
 mother, three sisters, and two brothers.
 es to recall the kinds of information given: name and age, home,
 orts and repeat the information presented above.

Flannel board
Flannel items or flannel-backed
pictures:
 doll
 cut-out of the numeral 6
 house
 family with three sisters and two
 brothers

SKILLS	TEACHING PROCEDURES
<p>Pronouncing Troublesome Words Correctly</p>	<p>Have the class repeat each sentence using the teacher's tonal quality and her enunciation. Provide practice in saying troublesome words, such as: <u>I am</u>, <u>with my mother</u>, <u>with my brother</u>. Point to the pictures suggestive of these words as practice is carried on. Be sure to say practice words naturally. Provide opportunity for several pupils to present similar information about themselves.</p> <ul style="list-style-type: none"> * Tape cards to be used with the Language Master which will give practice in pronouncing troublesome words correctly. <p>Use key pictures, such as: a house with its address appearing on the door, mother, and a boy to help pupils with the words <u>address</u>, <u>mother</u>, and <u>brother</u>. Permit individuals needing practice to use the Language Master.</p>
<p>Using Words Correctly</p> <p>Avoiding Double Negatives</p>	<ul style="list-style-type: none"> * Use pictures. <p>Structure sentences for children by showing a picture of two or more rabbits without ears and saying: "The rabbits have no ears." Have the class repeat the sentence. Continue in the same manner with other pictures and sentences using the words <u>have no</u> until pupils' ears are attuned to the words. Give similar pictures to numerous children. Ask them to observe carefully and to tell what is wrong using the correct language.</p>

TEACHING PROCEDURES

ch sentence using the teacher's tonal quality and matching
troublesome words, such as: I am, address, Northwest,
my brother.

stive of these words as practice is carried on briefly.
ords naturally.

several pupils to present similar information about them-

th the Language Master which will give pupils independent
troublesome words correctly.

as: a house with its address appearing over the door, a
elp pupils with the words address, mother, brother.

g practice to use the Language Master during free time.

ildren by showing a picture of two or more rabbits with no

o ears."

sentence.

er with other pictures and sentences repeatedly using the
ils' ears are attuned to the words.

umerous children.

efully and to tell what is wrong using the same structured

MATERIALS

Language Master

Cards to use with the Language
Master



brother

Pictures:

- rabbits with no ears
- balloons with no strings
- pencils with no points
- umbrellas with no handles
- kites with no tails
- cups with no handles
- airplanes with no wings
- houses with no windows
- elephants with no trunks
- toy cars with no wheels
- chairs with no legs
- flowers with no stems
- birds with no wings

SKILLS

TEACHING PROCEDURES

Enunciating Endings
Clearly (ing)

Select several pupils some of whom have no brothers.
Ask each child to tell how many brothers he has.
Check to see whether children with no brothers use the structure properly.
Follow the same procedure selecting some pupils with no sisters.



The same pictures may be used to show pupils another way of expressing the same idea using the words don't have any.

Use the same idea, substituting pictures of one thing with something to develop has not or doesn't have any.

Show pictures of children playing out-of-doors, of a child playing the part of a person acting in a play.

Let children discuss pictures.

Tell them the pictures will give them a clue to the word for the day.

Elicit the word play.

Discuss the different ideas represented for the word play.

Say the words play, playing.

Ask pupils to clap the words with the teacher.

Ask pupils to tell whether the words are the same or different.

Refer to swing on the Phonovisual Chart.

Ask pupils to listen for the ng sound as the teacher says playing.

Have pupils clap each word (play, playing) and say them being sure they hear the ng sounds when they say the second word.

- Have children clap and say other sets of words in order to enunciate clearly and naturally.

Give individual pictures of action words to each child.

TEACHING PROCEDURES

MATERIALS

whom have no brothers.
 any brothers he has.
 with no brothers use the structure practiced.
 selecting some pupils with no sisters.

may be used to show pupils another way of expressing the
 words don't have any.

substituting pictures of one thing with something missing,
 doesn't have any.

playing out-of-doors, of a child playing the piano, of child-

give them a clue to the word for the day.

represented for the word play.

with the teacher.
 the words are the same or different.
 Phonovisual Chart.
 sound as the teacher says playing.
 (Play, playing) and say them being sure to give two clear
 second word.
 other sets of words in order to enunciate the (ing) ending
 action words to each child.

Pictures:
 children playing out-of-doors
 child playing the piano
 children acting in a play

Phonovisual Chart

Individual pictures illustrating:
 running riding
 jumping talking
 walking drawing
 eating reading
 sleeping cutting
 playing
 looking (for something)
 working

SKILLS	TEACHING PROCEDURES
<p data-bbox="170 1415 552 1478">Building Sentences Using Descriptive Words</p>	<p data-bbox="753 1049 1729 1182">Say: "Do not show your card to anyone. When you are called on, do the same thing that the child in t Say just the word that tells what you are doing. Be sure we of your word."</p> <ul data-bbox="725 1213 1729 1314" style="list-style-type: none"> • Place words on tapes to be used with the Language Master in orde practice where needed. Use key pictures illustrating the word on the Language Master. <ul data-bbox="673 1415 1017 1447" style="list-style-type: none"> • Use language games. <p data-bbox="753 1478 1729 1543">Show a large picture of someone who appears to be looking at som Ask pupils at what they think the person is looking.</p> <p data-bbox="753 1543 1729 1608">Have pupils suggest ideas appropriate to a specific category, such animals, safety helpers.</p> <p data-bbox="753 1608 1472 1639">Ask: "At what do you think the girl is looking?"</p> <p data-bbox="753 1639 1407 1671">Guide pupils in making reasonable guesses.</p> <p data-bbox="753 1671 1621 1702">Have pupils use descriptive words in their sentences, as:</p> <p data-bbox="805 1702 1437 1733">I think the girl is looking at a <u>red</u> balloon.</p> <p data-bbox="805 1733 1425 1765">I think the girl is looking at a <u>pretty</u> doll.</p> <p data-bbox="805 1765 1364 1796">Maybe she is looking at a <u>stuffed</u> toy.</p> <p data-bbox="753 1796 1729 1861">Note pupil ability to give fitting responses in sentences accor indicated.</p> <p data-bbox="753 1861 1729 1926">Turn picture over exposing an appropriate picture which the per observing.</p> <p data-bbox="753 1969 1338 2001">Play "Look, Look! What Do You See?"</p> <p data-bbox="753 2001 1124 2032">Place an object in a box.</p> <p data-bbox="753 2032 1538 2063">have the class say: "Look, look! What do you see?"</p>

TEACHING PROCEDURES

MATERIALS

your card to anyone.
 called on, do the same thing that the child in the picture is doing.
 word that tells what you are doing. Be sure we hear the two parts
 rd."

es to be used with the Language Master in order to give individual
 needed.
 illustrating the word on the Language Master.

re of someone who appears to be looking at something.
 they think the person is looking.
 t ideas appropriate to a specific category, such as: toys, clothing,
 helpers.
 ou think the girl is looking?"
 king reasonable guesses.
 scriptive words in their sentences, as:
 is looking at a red balloon.
 is looking at a pretty doll.
 oking at a stuffed toy.
 to give fitting responses in sentences according to the category
 exposing an appropriate picture which the person could have been

What Do You See?"
 a box.
 "Look, look! What do you see?"

Language Master
 Cards to be used with Language
 Master

See lesson suggested for kindergar-
 ten on page 49.

Mounted magazine pictures
 or
 Pictures from a child's coloring
 book or old workbook

Box
Familiar objects, as:
 chalk

TEACHING PROCEDURES

MATERIALS

look in the box.
 at least two things about the object without naming it, as:
 that is white and smooth.
 "
 e class to guess what is in the box.
 o guesses correctly to describe the next object placed in the box.
 ate the clarity with which objects were described.

stone
 pencil
 block
 plastic fruits
 orange
 banana
 apple
 piece of paper

cts for pupils to touch on a table.
 pe the way the objects feel.
 out other things which feel like the objects in the box.
 ring in pictured objects which they think would feel like objects in
 anity for pupils to use the descriptive words to tell about the pic-

"Touch box"

See page 75, for suggested list of materials.

wet snow
 dry sand
 board dry towel rough bark
 ood sentences using descriptive words.

Table
 Red ball
 Blue boat
 Green top
 Various other toys
 Pictures of toys

ball.
 a table.
 at the table and the red ball.
 l where the ball is.
 onse: "The red ball is over the table."
 nder the table.

SKILLS

TEACHING PROCEDURES

Building Sentences

Use pictures.

Ask pupils to tell where the blue boat is.
 Place a green top near the table.
 Encourage pupils to use words, such as: near, beside, close to, by.
 Allow children to hold or place other toys in one of the three positions.
 Ask members of the class to give sentences locating the toys.
 Give each child a picture of a toy.
 Have the child place his picture over something, under something, or
 near something in the room.
 Have the child give two sentences about his toy.
 Here is a top.
 It is near the book.
 Ask each pupil to draw his favorite toy.
 Suggest that pupils place a box over, under, or near their toys.
 Let children give sentences about their pictures.

- * Show a large picture of a familiar scene.
 Select items in the picture, and determine their location in relation to
over, under, or near them.
 Examples:
 The tree is near the house.
 The dog is under the porch.
 A bird is flying over the house.
 Allow several children to describe the location of other items in the picture.
 Give each child his own picture of a familiar scene.
 Have him select one thing to tell about in the manner described.

Provide practice in using a subordinate clause at the beginning of a sentence.

TEACHING PROCEDURES	MATERIALS
<p>the blue boat is. the table.</p> <p>words, such as: <u>near</u>, <u>beside</u>, <u>close to</u>, <u>by</u>, <u>on one side of</u>. or place other toys in one of the three positions. class to give sentences locating the toys. re of a toy. his picture over something, under something, or near some- sentences about his toy.</p> <p>his favorite toy. ce a box over, under, or near their toys. nces about their pictures.</p> <p>t a familiar scene. ture, and determine their location in relation to things that are ar them.</p> <p>the house. y the porch. over the house. n to describe the location of other items in the same picture. n picture of a familiar scene. ing to tell about in the manner described.</p> <p>ing a subordinate clause at the beginning of a sentence.</p>	<div data-bbox="1090 1023 1501 1408" data-label="Image"> </div> <p>Drawing paper Crayons</p> <p>Large picture of a familiar setting.</p> <p>Pictures with familiar settings for each child</p>

SKILLS	TEACHING PROCEDURES
<p>Varying Sentence Beginnings</p>	<p>* Show pictures of members of the family having fun at home. Say: "Listen to the way each person in the family has a good time Then see if you can tell us in the same way how you have fun Use the following kind of sentence structure, but speak as natural Baby: When I am at home, I like to play in my play pen. Brother: When I am at home, I have fun building wooden boats Sister: When I am at home, I have fun playing with my doll. Mother: When I am at home, I enjoy talking to my friends. Father: When I am at home, I enjoy reading. Ask: "Who can tell us the words with which each person began his Can you start your sentence the same way, and tell us how home; at school?" Give several pupils a chance to structure sentences about fun at Suggest new situations by using pictures showing the zoo, park, pool, circus. Use the past tense in these sentence structures. When I <u>was</u> at the beach, I <u>had</u> fun learning to swim. Continue having pupils structure sentences in the new way as they each place. Structure sentences around the five senses. When I was at the zoo, I saw _____. I heard _____.</p>
<p>Reporting</p>	<p>* Have children draw or paint pictures of themselves members of the family members of the school family pets homes</p>

TEACHING PROCEDURES

MATERIALS

...s of the family having fun at home.
 ...each person in the family has a good time.
 ...tell us in the same way how you have fun."
 ...sentence structure, but speak as naturally as possible.
 ...at home, I like to play in my play pen.
 ...at home, I have fun building wooden boats.
 ...at home, I have fun playing with my dolls.
 ...at home, I enjoy talking to my friends.
 ...at home, I enjoy reading.
 ...the words with which each person began his sentence?
 ...ar sentence the same way, and tell us how you have fun at
 ...?"
 ...chance to structure sentences about fun at home in this way.
 ...by using pictures showing the zoo, park, beach, swimming
 ...se sentence structures.
 ...ach, I had fun learning to swim.
 ...structure sentences in the new way as they tell about fun in
 ...nd the five senses.
 ...o, I saw _____.
 ... I heard _____.

Pictures of members of the family
 enjoying themselves at home

Pictures of other familiar places:

- zoo
- park
- beach
- school
- swimming pool
- circus

Paint pictures of

Large sheets of manila art paper
 Crayons or paints and brushes

...ly
 ...ol family

SKILLS

TEACHING PROCEDURES

Developing Sentence
Sense

activities at home
activities at school
or
vacation activities

Let each pupil show his picture and give his report.

Guide pupils to make reports which tell what is in the picture and at least one interesting thing about what they drew.

Provide pupils with a model for making their reports by placing a picture on a flannel board suggestive of one of the subjects above.

Lead pupils to speak without joining sentences with and.

Example:

Place a cat on the flannel board.

Say: "This is my pet.

His name is Mr. Cat.

He spends most of the day sleeping or eating."

Ask children to tell how many ideas were shared.

Help pupils think of each idea as a sentence.



As pupils begin to think in terms of three ideas, they should avoid joining sentences with and.

Ask pupils to listen for each idea which their classmates give.

Label the children's pictures.

Save the pictures to make a booklet, All About Me.

TEACHING PROCEDURES

MATERIALS

Flannel board
Felt cut-out or flannel backed picture of a cat or cat sleeping



and give his report.
which tell what is in the picture and at least one inter-
y drew.
for making their reports by placing a picture on the
one of the subjects above.
joining sentences with and.

el board.

at.
of the day sleeping or eating."
w many ideas were shared.
ch idea as a sentence.

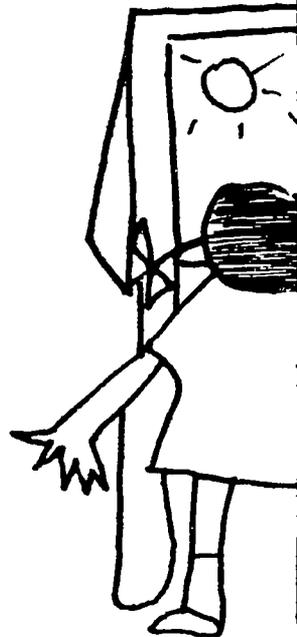
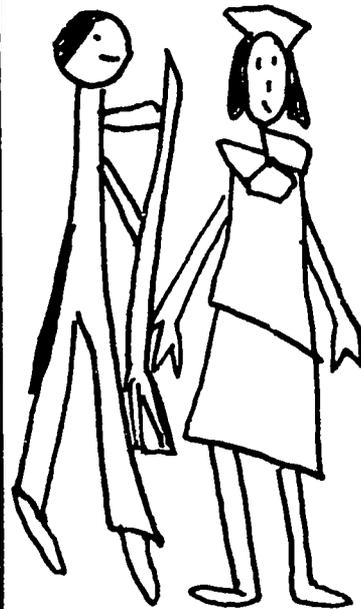
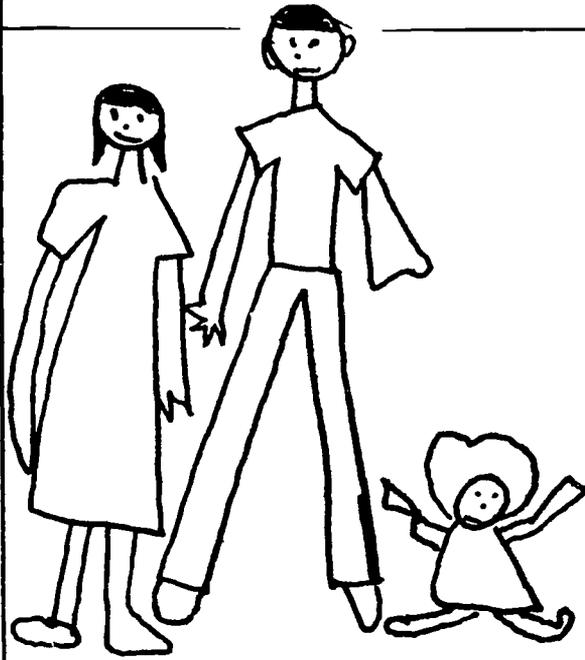
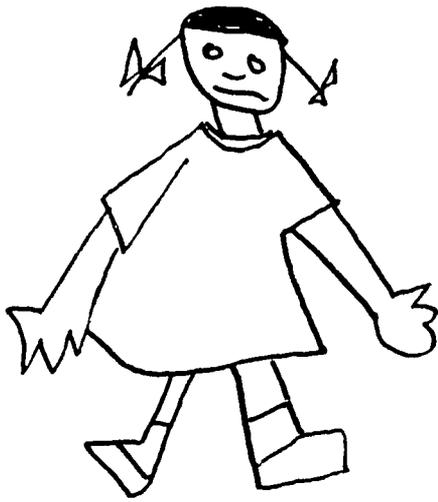
gin to think in terms of three ideas, they will tend to
sentences with and.

each idea which their classmates give.

ooklet, All About Me.

SKILLS

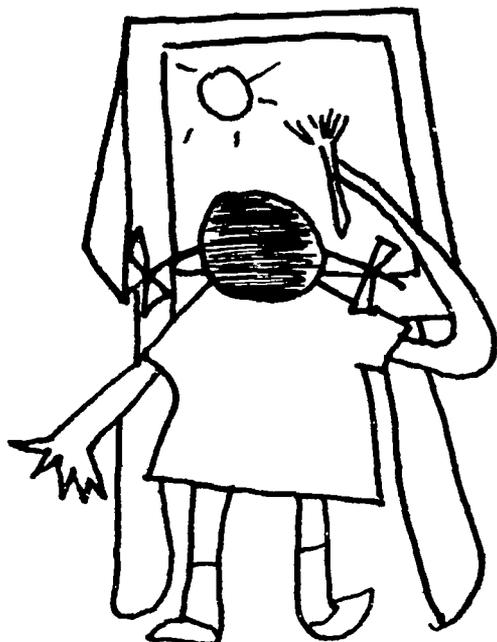
TEACHING PROCEDURES



Pictures to show ideas of booklets which children will make.

TEACHING PROCEDURES

MATERIALS



SKILLS	TEACHING PROCEDURES
<p>Developing Skills Useful in Reporting</p> <p>Organizing Ideas</p> <p>Finding Appropriate Information</p>	<p>* Use teacher-made devices.</p> <p>Display a trunk and a refrigerator each of which opens and inc pictures.</p> <p>Tell pupils that there are a number of items which must be put Explain that all clothes are to be packed in the trunk and all food tor.</p> <p>Give each child one small picture either of food that require clothing.</p> <p>Ask pupils to identify food or clothing and put it in the pocke frigerator depending upon where it would be kept.</p> <p>Encourage use of sentences similar to those listed. I have a blouse. I will put it in the trunk. I have some lettuce. I will put it in the refrigerator.</p> <p>Help pupils to generalize that all items in the trunk are <u>clothes</u>. Help children understand that all things in the refrigerator are Tell pupils that sometimes it is very helpful to put things that a</p> <p style="text-align: center;">* * * * *</p> <p>Present a number of pictures that tell about some aspect of spr Ask children to study the pictures carefully to find out why we time of year.</p> <p>Allow each pupil who has discovered an answer to the question to a picture as a reference.</p> <p>Note pupils who have trouble saying the word <u>because</u>. Provide practice in correct pronunciation, if needed.</p> <p> * It would be valuable to make a picture collection illus concepts: Spring weather changes. Many interesting occur in spring Spring is a beautiful time. We see new life in spring.</p>

TEACHING PROCEDURES

MATERIALS

refrigerator each of which opens and includes pockets to hold
 a number of items which must be put away.
 to be packed in the trunk and all food put in the refrigera-
 all picture either of food that requires refrigeration or of
 food or clothing and put it in the pocket of the trunk or re-
 upon where it would be kept.
 es similar to those listed.
 put it in the trunk.
 will put it in the refrigerator.
 that all items in the trunk are clothes.
 that all things in the refrigerator are foods.
 es it is very helpful to put things that are alike together.

* * * * *

ures that tell about some aspect of spring.
 he pictures carefully to find out why we say spring is a busy
 discovered an answer to the question to make a report using
 nce.
 ble saying the word because.
 ect pronunciation, if needed.
 ble to make a picture collection illustrating the following
 y changes. Many interesting out-door activities
 utiful time. occur in spring.
 e in spring.

Teacher-made pocket charts:
 refrigerator
 trunk

See kindergarten section, p. 48 for
 pictures of pocket charts and for
 additional ideas in classification.

Pictures depicting activities, as:
 Father painting the house
 Mother working in the garden
 children watering flowers
 children picking flowers
 Farmer preparing the soil for
 planting
 birds making nests

SKILLS	TEACHING PROCEDURES
<p>Developing Skills Useful in Conversing</p>	<p>* Use objects.</p> <p>Display objects. Invite about eight to ten children "to visit." Ask pupils to find something which they think is pretty. Ask a child to explain why he thinks the object is pretty. Allow other children to select items which they consider pret for their choice. Ask pupils to describe something pretty that they have or that th at school; in the neighborhood; during a trip. Follow a similar pattern by having pupils explain reasons fo good. Evaluate by asking: "How many took part in our conversation Who can tell us something interesting th Did you hear any new or interesting wor Ask pupils to share candy with the class later in the day.</p>
<p>Developing the Social Courtesies</p>	<p>Use poetry.</p> <p>Show a picture of a cowslip. Let children talk about the flower and compare it with flowers n Show a picture of a little girl and boy talking over a fence. Allow pupils to discuss the picture. Encourage pupils to tell what they think the children are saying Explain that Kate Greenaway wrote a poem about two such chil Ask pupils to listen to find out the little girl's name, what the li the little girl answered. Read the poem. Permit discussion of what happened. Have pupils think of places where they might enjoy walking.</p>

TEACHING PROCEDURES

MATERIALS

children "to visit."
 ing which they think is pretty.
 he thinks the object is pretty.
 elect items which they consider pretty and to give reasons
 ething pretty that they have or that they have seen at home;
 orhood; during a trip.
 by having pupils explain reasons for finding things funny;
 w many took part in our conversation?
 o can tell us something interesting that you heard?
 you hear any new or interesting words?"
 with the class later in the day.

Objects:
pretty
 piece of colorful material
 shiny paper
 plastic flower
 gold fish in a bowl

funny
 clown doll
 Mexican jumping bean

good
 apple
 correct paper
 book (familiar story)
 candy

p.
 e flower and compare it with flowers more familiar to them.
 girl and boy talking over a fence.
 e picture.
 hat they think the children are saying.
 ay wrote a poem about two such children.
 out the little girl's name, what the little boy said, and how
 l.
 t happened.
 s where they might enjoy walking.

Picture of a cowslip
 Picture of a boy and girl talking
 across a fence
 Poem: "Oh, Susan Blue" by
 Kate Greenaway
 Refer to: Arbutnot, May Hill,
 compiler. Time for Poetry.
 Fairlawn, New Jersey: Scott,
 Foresman and Co., 1961. p. 11.

SKILLS	TEACHING PROCEDURES
<p>Conversing</p>	<p>Ask: "What was the little girl's name? How did the little boy greet her? What polite words did he use when he asked Susan to allow him to talk to her?"</p> <p>Help pupils recall the terms <u>How do you do?</u> and <u>Please may I?</u></p> <p>Have pupils use terms and act out their own ideas for a walk.</p> <p>Help pupils understand that <u>How do you do?</u> is another way of saying <u>How are you?</u></p> <p>Tell pupils that the response to <u>How do you do?</u> when nothing is said is the same as that to <u>How are you?</u></p> <p>Suggest that this is a good way for children to greet adults.</p>
<p>Role-playing Applying Social Courtesies</p>	<p>Use role-playing situations.</p> <p>Have children locate centers of interest.</p> <p>Have pupils discuss how the centers are used.</p>
<p>Reporting</p>	<p>Allow pupils to suggest ways of greeting an adult.</p> <p>Encourage the use of <u>How do you do?</u></p> <p>Suggest that parents who come to the classroom might enjoy seeing their children's interest in the classroom.</p> <p>Allow children to role-play taking a parent on a tour of the room.</p> <p>Encourage the pupils to use the terms: <u>How do you do?</u> <u>May I show you my work?</u> <u>Yes, thank you.</u></p> <p>Select a child to act as escort for the parent.</p> <p>Select several children to tell about the centers of interest.</p> <p>Ask the remainder of the class to listen for polite words and to note which child used a friendly manner.</p>

TEACHING PROCEDURES

MATERIALS

little girl's name? How did the little boy greet his friend? What
 he use when he asked Susan to allow him to go for a walk with
 terms How do you do? and Please may I?
 s and act out their own ideas for a walk.
 and that How do you do? is another way of saying How are you?
 response to How do you do? when nothing else is said, is the
 w are you?
 good way for children to greet adults.

ns.
 centers of interest.
 ow the centers are used.
 st ways of greeting an adult.
 How do you do?
 who come to the classroom might enjoy seeing the centers of
 ssroom.
 e-play taking a parent on a tour of the room.
 to use the terms: How do you do? May I show you some of our
 you.
 s escort for the parent.
 en to tell about the centers of interest.
 the class to listen for polite words and to note whether the guide
 nner.

of morning up and b



SKILLS	TEACHING PROCEDURES												
<p>Discussing Paintings</p>	<p>Use art reproductions.</p> <p>Display the picture, "Child with Watering Can." Encourage pupils to enjoy the painting. Say: "Tell me about this painting." Encourage pupils to discuss: where the child is what she is doing her clothes what kind of day it is Say: "I don't see the sun in this picture. How do you think the artist helped us know the sun was shining yellow to help us feel the sun and its light.) "How do you think the little girl feels? How does the picture make you feel?" Tell pupils the name of the painting and the artist's name.</p> <p>Show a reproduction of "Le Gourmet." Say: "Here's another little girl. How do you feel as you look at this picture? Why? Tell how this little girl and the child in the previous reproduction differ." Guide pupils in noting the following differences:</p> <table border="0" data-bbox="642 1761 1736 2046"> <thead> <tr> <th></th> <th>"Child with Watering Can"</th> <th>"Le Gourmet"</th> </tr> </thead> <tbody> <tr> <td><u>Setting</u></td> <td>outside seems rich</td> <td>inside looks poorer</td> </tr> <tr> <td><u>Activity</u></td> <td>watering flowers</td> <td>eating</td> </tr> <tr> <td><u>Tone</u></td> <td>happy, bright</td> <td>somewhat sad</td> </tr> </tbody> </table>		"Child with Watering Can"	"Le Gourmet"	<u>Setting</u>	outside seems rich	inside looks poorer	<u>Activity</u>	watering flowers	eating	<u>Tone</u>	happy, bright	somewhat sad
	"Child with Watering Can"	"Le Gourmet"											
<u>Setting</u>	outside seems rich	inside looks poorer											
<u>Activity</u>	watering flowers	eating											
<u>Tone</u>	happy, bright	somewhat sad											

TEACHING PROCEDURES	MATERIALS								
<p>Child with Watering Can." by the painting. is painting." Discuss:</p> <p>man in this picture. the artist helped us know the sun was shining?" (He used much us feel the sun and its light.) the little girl feels? sure make you feel?" the painting and the artist's name.</p> <p>"Le Gourmet." little girl. as you look at this picture? Why? the girl and the child in the previous reproduction are different." the following differences:</p> <table border="0"> <tr> <td data-bbox="17 1793 199 1830">"Watering Can"</td> <td data-bbox="364 1793 572 1830">"Le Gourmet"</td> </tr> <tr> <td></td> <td data-bbox="399 1866 598 1938">inside looks poorer</td> </tr> <tr> <td data-bbox="17 1962 112 1998">flowers</td> <td data-bbox="399 1962 494 1998">eating</td> </tr> <tr> <td data-bbox="17 2034 60 2070">light</td> <td data-bbox="399 2034 616 2070">somewhat sad</td> </tr> </table>	"Watering Can"	"Le Gourmet"		inside looks poorer	flowers	eating	light	somewhat sad	<p><u>Art reproductions:</u></p> <p>Renoir, Pierre-Auguste. "Child with Watering Can"</p> <p>Picasso. "Le Gourmet"</p> <p>Prints available at the National Gallery of Art, Washington, D. C.</p>
"Watering Can"	"Le Gourmet"								
	inside looks poorer								
flowers	eating								
light	somewhat sad								

SKILLS	TEACHING PROCEDURES
<p>Building Skills Necessary for Dramatization</p>	<p>Ask: "What color did the artist use most of all in the picture eating?" Which picture do you like better? Why?" Tell pupils the name of the artist, and explain that he uses means that the little girl enjoys eating. Give pupils the name "Le Gourmet" and encourage them to s</p> <p>* Use a story, "The Three Billy Goats Gruff."</p> <p>Have children retell a story that is familiar to them. Place four pictures which highlight the story on the chalkboard. Review the characters of the story by asking: Who can find the picture which shows the tiniest Billy Goat Gruff; the biggest Billy Goat Gruff? Who can find the picture and tell who lived under the bridge? Review main ideas by asking: Why did the goats decide to go over the bridge? What did the Troll say he was going to do? What words did the writer use to make us hear the sound went over the bridge? Encourage correct pronunciation of words, such as: goats lived, eat you. Ask a child to find the picture that tells the first part of the story. Have him tell that part. Continue in a similar manner until the story has been told.</p> <p>Vary by letting the class clap and repeat the sound of the bridge. Allow groups of children to speak for each character as one c</p>

TEACHING PROCEDURES	MATERIALS
<p>the artist use most of all in the picture of the little girl who is you like better? Why?" of the artist, and explain that he used a French word which girl enjoys eating. e Gourmet" and encourage them to say it.</p> <p>Billy Goats Gruff."</p> <p>story that is familiar to them. ch highlight the story on the chalkboard. f the story by asking: picture which shows the tiniest Billy Goat Gruff; the second the biggest Billy Goat Gruff? ure and tell who lived under the bridge? asking: cide to go over the bridge? ay he was going to do? vriter use to make us hear the sound the goats made as they dge? nunciation of words, such as: goats, decided, green grass, icture that tells the first part of the story. anner until the story has been told. ass clap and repeat the sound of the goats tripping over the n to speak for each character as one child acts as storyteller.</p>	<p>Refer to: Field Enterprises Educational Corporation. <u>Childcraft</u>, <u>The</u> <u>How and Why Library</u>. Vol. II, Chicago: 1964. p. 72.</p> <p><u>Pictures:</u> Goats looking for food — tiniest on the bridge; troll under bridge</p> <p>second on the bridge; troll under bridge</p> <p>big goat on the bridge; troll on bridge</p> <p>biggest goat butting the troll</p>

SKILLS	TEACHING PROCEDURES
<p>Developing Ability to Interpret Mood through Tonal Quality</p>	<p>Let children dramatize the story or retell using puppets.</p> <p>Give further practice in speaking clearly and enunciating properly to retell the story for the class on a pretend TV Storyhour Show.</p> <p>* Use pictures:</p> <p>Show pictures of children in various moods. Encourage the pupils to discuss how the children probably feel and way.</p> <p>Ask: "Have you ever felt this way? Tell us about it." Have the children suggest what each person might have said. Have the pupils try to portray the tonal quality expressed in the voice pictured.</p> <p>Suggest words, such as: surprised, delighted, sad, angry, tired.</p> <p>Use a poem:</p> <p>Read or say the poem, "Alas, Alack" to provide a model for character and pace. Allow discussion of who was speaking in the poem, how the character began, and how he sounded when he imitated the fish. Say the poem again allowing children to join in freely when they wish. Say the first four lines voicing the excitement of the boy. Encourage the pupils to say the lines imitating the teacher's tone. Repeat the next four lines as though relating a story. Encourage the pupils to say the lines slowly, distinctly, and sorrowfully.</p>

TEACHING PROCEDURES

MATERIALS

the story or retell using puppets.

in speaking clearly and enunciating properly by allowing a child or the class on a pretend TV Storyhour Show.

en in various moods.

to discuss how the children probably feel and why they feel this

felt this way? 'Tell us about it.'

rest what each person might have said.

portray the tonal quality expressed in the voices of the children

s: surprised, delighted, sad, angry, tired.

"Alas, Alack" to provide a model for change of tonal quality

who was speaking in the poem, how the child sounded in the

he sounded when he imitated the fish.

owing children to join in freely when they wish.

s voicing the excitement of the boy.

to say the lines imitating the teacher's tonal quality and pace.

nes as though relating a story.

to say the lines slowly, distinctly, and sorrowfully.

Puppet stage
Stick puppets
TV screen (see page 61 of this guide)

Pictures:
child during his birthday party
child whose dog has been hurt
child finding something unexpected
in a package
child returning home after romp in
the snow
child whose baby brother broke a
new toy.

Refer to:
Arbuthnot, May Hill. Time for
Poetry. Fair Lawn, New Jersey:
Scott, Foresman and Co., 1961.
p. 118.

SKILLS

TEACHING PROCEDURES

Help pupils to pick up the pace and end rather matter-of-factly.
 Assist with any words or phrases which are not clearly enunciated.
 Repeat the whole poem with pupils.
 Guide evaluation of:
 the extent to which the children brought out the meaning of the poem
 how well they spoke together

TEACHING PROCEDURES

MATERIALS

the pace and end rather matter-of-factly.
or phrases which are not clearly enunciated.
with pupils.

the children brought out the meaning of the poem
together



CONTENT
Page 119–Page 156

Level I: Listening Skills

Level I: Listening Skills

	Page
<u>Building Standards</u>	
Differentiation of sounds	119
Steps for listening	119
Office manners, an activity using role-playing.....	124
Library routine.....	125
Behavior in neighborhood stores	141;143
 <u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary</u>	
A nursery rhyme and rhyming words	120
Pictures that suggest rhyming words	121
Identification of familiar sounds using concrete materials	121
Identification of familiar sounds on tape	121
Direction of sounds, using toys and voices	122
A filmstrip — "Inside of School"	122
A walk inside the school	123
School equipment	124
The school library.....	125
Sounds associated with specific things and places	125
Special times of the year, Fire Prevention Week, an activity using pictures	126

Developing
Reinforcing
Expanding V

Special t
Camera
Descript
Words w
Words to
Awarene
Rhymes
Sound an
Awarene
Acquaint
Color pa
Family r
Punctuat

Developing
Reinforcing
Expanding V

Places in
A trip to
Learning

CONTENT
Page 119–Page 156

Level I: Listening Skills

Page		Page
	<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary</u>	
..... 119		
..... 119		
ng..... 124	Special times, sensory impressions	127
..... 125	Camera information	128
..... 141;143	Description of emotions, a poem	131
	Words which describe voices and feelings	133
	Words to describe movement	133
	Awareness of the rhythm — Mother Goose Rhymes	134
	Sound and rhythm of words with ideas	134
	Awareness of art in children's books	135
	Acquaintance with children's poets	136
	Color patterns, polka-dot, checks, etc.	137
..... 120	Family relationships	138–139
..... 121	Punctuation marks	140–141
..... 121		
..... 121		
..... 122	<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary</u>	
..... 122		
..... 123		
..... 124		
..... 125		
..... 125	Places in the neighborhood	141
Week,	A trip to the drugstore	142
..... 126	Learning about grocery stores	142–144

	Page	
<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary - continued</u>		<u>Recalling Information</u>
Construction and construction workers, an activity with the flannel board	146	Special time using pictures
"Build Me A House" - a record	146	Color pictures
Community workers, a flannel board	147	Sentences
A play toy store activity experience	150	Sentences
Thrift, conservation, budget	150	A poem - flannel board
Sammy Squirrel's Trail at the Nature Center	154	
A poem - "Trees"	156	
<u>Following Directions</u>		<u>Listening for</u>
Evaluation of listening standards	120	A trip to
A game using photographs of pupils	130	Sounds as or place
Sentences with one or two place phrases, a taped activity	144	An activity
One-step directions given by pupils	145	Whispered
An animal game	153	A role-play
		Homes and
		"Surprise
		Farm and
<u>Recalling Information</u>		<u>Reporting</u>
A walk inside the school	123	
A listening walk	125	Community

Level I: Listening Skills

Page		Page
	<u>Recalling Information</u>	
	Special times of the year, an activity using pictures and objects	127
..... 146	Color pattern game	137-138
..... 146	Sentences that ask	139
..... 147	Sentences that tell	139
..... 150	A poem — "Trees", an activity with the flannel board	156
..... 150		
..... 154		
..... 156		
	<u>Listening for Specific Information</u>	
	A trip to the library.....	125
..... 120	Sounds associated with specific things or places	125
..... 130	An activity with a camera	128
..... 144	Whispered directions.....	145
..... 145	A role-playing activity	145
..... 153	Homes and animals	151
	"Surprise Packages"	152
	Farm and zoo animals and pets	153
	<u>Reporting</u>	
..... 123		
..... 125	Community workers	147

	Page
<u>Listening for Answer to Specific Questions</u>	
Mother Goose Rhymes	135
"Mike Mulligan and His Steam Shovel"	145
Construction and construction workers	146
Goods and services	148
Roving reporter and a TV question box show	151
 <u>Determining Sequence</u>	
Pattern for courteous behavior in the school office	124
"Build Me A House", a recording	146
Steps in building a house	146-147
 <u>Perceiving Relationships</u>	
School personnel	123
Similarities and differences in professional offices	124
A trip to the library	125
A listening walk	125
Special times, fall	127
Camera information	129
Descriptive words, emotions	131

Perceiving Relationships

"Mother Goose"
Family relations
A trip to a drugstore
Animals and their uses
"Lost and Found"
Farm animals, farm products
A poem — "Four Seasons"
characterizing seasons
Months and seasons

Developing Powers of Observation

An awareness of the world
using different senses

Forming Generalizations

Camera information
Art in children's lives
versions of Mother Goose
Sentences that tell a story
Classification and comparison
foods in grocery stores
Food containers

Level I: Listening Skills

Page		Page
	<u>Perceiving Relationships</u>	
..... 135	"Mother Goose" pictures	134-135
..... 145	Family relationships	138
..... 146	A trip to a drugstore	142
..... 148	Animals and their homes	151
..... 151	"Lost and Found" — a game	151-152
	Farm animals, zoo animals and pets	153
	A poem — "Four Seasons", seasons and their characterizing features	155
	Months and seasons	155
..... 124		
..... 146		
... 146-147	<u>Developing Powers of Reasoning</u>	
	An awareness of art in children's books using different versions of Mother Goose.....	135
..... 123		
..... 124	<u>Forming Generalizations</u>	
..... 125	Camera information	128
..... 125	Art in children's books using different versions of Mother Goose	135
..... 127	Sentences that tell	139
..... 129	Classification and identification of foods in grocery stores	142
..... 131	Food containers	143

	Page
<u>Forming Generalizations - continued</u>	
"Surprise Packages"	152
An animal game	153
A Nature Center walk	154
 <u>Conversing</u>	
Office manners	124
Use of pictures to guide role-playing by boys	139
 <u>Forming Conclusions</u>	
Camera information	128
Words to describe movement	133
Sentences that "ask" or "tell"	139
Goods and services	148-149
 <u>Drawing Inferences</u>	
Seasons and colors	155

Reviewing

Special times of the day
using pictures...
Camera information
Questions and statements

Interpreting What I Hear

Sounds associated with
or places

Sounds and the rhythm of speech

Forming Visual Images

Sounds associated with
and places

Special times, fall

Words which describe

and movement .

Role-playing stories

Level I: Listening Skills

Page		Page
	<u>Reviewing</u>	
..... 152	Special times of the year, an activity	
..... 153	using pictures.....	127
..... 154	Camera information	129
	Questions and statements	140-141
	<u>Interpreting What I Heard</u>	
..... 124		
..... 139	Sounds associated with specific things	
	or places	125
	Sounds and the rhythm of words	134
	<u>Forming Visual Images</u>	
..... 128		
..... 133		
..... 139		
..... 148-149	Sounds associated with specific things	
	and places	125
	Special times, fall	127
	Words which describe voices, feelings	
	and movement	133
	Role-playing store personnel	143
..... 155		

	Page
<u>Developing Habitual Use of Patterns of Standard English</u>	
Sentence sense and social courtesy	131
Sentences that "tell" or "ask"	139
A game about goods and services — "Choose and Tell"	149
 <u>Structuring More Interesting Sentences</u>	
Colorful words in sentences	140
 <u>Enjoying a Story</u>	
"Creating a story" for perceiving relationships	151
 <u>Enjoying a Poem</u>	
"How Do You Feel?" — pictures and emotions	131
Mother Goose Rhymes	134
"Mix a Pancake" — Christina Rossetti	136
"Angels at the Foot" — Christina Rossetti	136
"Hoppity" — A. A. Milne	137
"Four Seasons" — R. B. Bennett	155

<u>Enjoying a Poem</u>	
"Trees" — Harry Behr	
 <u>Organizing Ideas</u>	
A trip to the drugstore	
"Build Me A House" —	
Goods and services . . .	
 <u>Enjoying Films, Films</u>	
"Inside the School" —	
"Mike Mulligan and His	
"Build Me A House,"	
"A Tree Is Nice," a fi	

Level I: Listening Skills

Page		Page
	<u>Enjoying a Poem</u>	
..... 131	"Trees" — Harry Behn	156
..... 139		
..... 149		
	<u>Organizing Ideas</u>	
	A trip to the drugstore	142
	"Build Me A House" — a recording	146
..... 140	Goods and services	148
	<u>Enjoying Films, Filmstrips, Records</u>	
..... 151		
	"Inside the School" — a filmstrip	122
	"Mike Mulligan and His Steam Shovel." a film.....	145
	"Build Me A House," a recording	146
	"A Tree Is Nice," a filmstrip	156
..... 131		
..... 134		
..... 136		
..... 136		
..... 137		
..... 155		

LISTENING

Develop More Thoughtful Listening Habits

SKILLS

TEACHING PROCEDURES

Building Standards

Ask pupils to close their eyes and to listen to the sounds which sit in the classroom.
 Permit several pupils to recall some of the different things which when they awake in the morning.
 Explain that frequently many sounds surround us.
 Suggest that sometimes it is necessary to shut out some things with careful attention to one that is important.
 Say: "I'm going to read a paragraph. At the same time, I will let you hear a record. Let's see how well you can concentrate on, or listen carefully to, the record while I read the paragraph. Play a lively record which provides background distraction.
 Read the paragraph to the class.
 • Ask the children to draw a picture expressing the idea of the paragraph.
 Review with pupils the purpose of the exercise and evaluate their practice.
 Permit pupils to cite instances at home and at school when they have used the skill of listening.

Use role-playing situations.

Show pictures of persons engaged in conversation.
 Ask pupils to determine which person is speaking and which is listening.
 Be sure children notice that the person listening looks at the one speaking.
 Say: "Let's pretend that Mother is asking her daughter to do something. You think Mother might be saying?"
 Ask one person to dress-up like Mother.
 Be sure to take proper health precautions.
 Select another pupil to be the child.
 Ask the child to listen carefully to find out what Mother wants.
 Remind pupils that class conversations necessitate using voice. Have the whole class to share in the activity.

Develop More Thoughtful Listening Habits

LISTENING

TEACHING PROCEDURES

MATERIALS

Close their eyes and to listen to the sounds which they hear as they
 room.
 Pupsils to recall some of the different things which they hear at home
 ke in the morning.
 ently many sounds surround us.
 etimes it is necessary to shut out some things in order to give
 on to one that is important.
 to read a paragraph. At the same time, I will play some music.
 w well you can concentrate on, or listen carefully to, what I read."
 rd which provides background distraction.
 h to the class.
 o draw a picture expressing the idea of the paragraph.
 ls the purpose of the exercise and evaluate the need for further
 cite instances at home and at school when they need to do this kind
 ations.
 persons engaged in conversation.
 ermine which person is speaking and which is listening.
 notice that the person listening looks at the one speaking.
 end that Mother is asking her daughter to do something. What do
 other might be saying?"
 dress-up like Mother.
 proper health precautions.
 il to be the child.
 sten carefully to find out what Mother wants.
 at class conversations necessitate using voices which permit the
 share in the activity.

An unfamiliar paragraph which may
 be teacher created

Record with some lively music
 Record player

Manila art paper
 Crayons

Pictures:

- girl listening to Mother
- boy listening to Father
- Mother listening to Father
- child listening to brother or
 sister
- pupil listening to teacher

Dress-up clothes for Mother and
 Father

(See Speaking -
 Building Standards, p. 157)

SKILLS

TEACHING PROCEDURES

Recognizing and Identifying
Certain Sounds
(Rhyming Words)

Have the child listen, pretend to carry out Mother's request, and what was done.
Evaluate the accuracy with which the child paid attention, followed the request, and recalled her action.
Continue in the same way permitting children to assume the various roles.
Guide pupils, as long as necessary, in making requests which are appropriate to the roles being assumed.
Select pairs of children who have not participated to work together making requests which can be carried out within the limits of the classroom.
Encourage each pupil making a request to speak politely and with confidence.
Help pupils establish the habit of looking at the speaker and listening thoughtfully.

Use pictures.

Present a picture depicting a nursery rhyme.
Allow pupils to discuss the picture.
Say the rhyme for children.
Repeat the rhyme allowing children to supply the rhyming words.
Permit the children to say the whole rhyme and to act it out.
Review the rhyming words.
Have children add other words that rhyme.

- * Show the class three pictures, two of which rhyme.
Let children identify the two rhyming words.
Encourage them to add other words that rhyme.

TEACHING PROCEDURES

MATERIALS

ten, pretend to carry out Mother's request, and report to Mother
 acy with which the child paid attention, followed the direction given,
 r action.
 me way permitting children to assume the various roles pictured.
 ng as necessary, in making requests which are appropriate to the
 umed.
 dren who have not participated to work together making or follow-
 hich can be carried out within the limits of the classroom.
 pil making a request to speak politely and with clarity.
 ish the habit of looking at the speaker and listening carefully and

depicting a nursery rhyme.
 cuss the picture.
 children.
 llowing children to supply the rhyming words.
 n to say the whole rhyme and to act it out.
 g words.
 other words that rhyme.
 ee pictures, two of which rhyme.
 y the two rhyming words.
 add other words that rhyme.

Nursery rhyme pictures

Refer to:

Russell, David H., Clymer, Theodore W., and Christenson, Bernice M. Building Pre-Reading Skills, Kit A Language. Ginn and Co., New York: 1965. M 5-12.

Thompson, Elizabeth. Reading Readness Picture Cards Hear Set 2. Beckley-Cardy Co., Chicago.

Sets of pictures of objects with names that rhyme

See Ginn Kit. (S 21-30)

SKILLS

TEACHING PROCEDURES

Recognizing and Identifying
Certain Sounds

Allow children to discuss two pictures which could be used to
idea.

Give a phrase suggested by the first picture -

One bright, sunny day -

Use the second picture and finish the sentence except for the
went out to _____.

Have children supply the missing word.

Give a phrase for one picture later, but allow pupils to use
complete the thought.

Present two pictures with rhyming possibilities when children
independently.

Encourage children to create their own two-line rhymes.

Use first-hand experiences.

Have a child stand behind a barrier.

Ask him to use materials provided to make a sound for the class.

Provide materials which will enable children to make sounds
crumpling paper, tearing paper, pouring water, jangling keys,
shaking a rattle, tapping a pencil, or ringing a bell.

Have the class identify the sound and indicate at what other time
be heard.



Teacher could tape the above sounds as children make them.
teacher might tape the child's explanation of what he did to make
in the year the tape with its built-in answers could be used for
in the identification of sounds.

Use categories of sounds, as those from the kitchen, sounds made by
sounds, playground sounds, farm sounds.

TEACHING PROCEDURES

MATERIALS

discuss two pictures which could be used together to present one suggested by the first picture -
funny day -
 picture and finish the sentence except for the last word - Bob and I
 _____.
 Supply the missing word.
 For one picture later, but allow pupils to use the other picture to
 thought.
 Pictures with rhyming possibilities when children are ready to work
 on to create their own two-line rhymes.

Experiences.

and behind a barrier.
 Materials provided to make a sound for the class to identify.
 Items which will enable children to make sounds by cutting paper,
 paper, tearing paper, pouring water, jangling keys, squeezing a toy,
 rattle, tapping a pencil, or ringing a bell.
 Identify the sound and indicate at what other time such a sound could

Record and tape the above sounds as children make them. After a pause, the
 record the child's explanation of what he did to make the sound. Later
 record with its built-in answers could be used for independent practice
 on of sounds.

Sounds, as those from the kitchen, sounds made by workers, office
 and sounds, farm sounds.

Sets of two pictures with good rhyming possibilities



Children's coloring books are often a good source for pictures.

Articles, such as:
 paper - scissors
 glass - pitcher with water
 keys on a ring
 toy that squeaks
 rattle
 pencil
 bell

Articles listed above
 Tape
 Tape recorder
 Microphone

Refer to:
Sounds Around Us. 78 rpm.
 Fair Lawn, New Jersey: Scott,
 Foresman and Co., 1951.

SKILLS	TEACHING PROCEDURES
<p>Determining Direction through Sound</p>	<p>Ask one child who is seated at his desk to make a sound with a toy. Be sure the toy is out of sight. Have another pupil listen to determine from which part of the room the sound came. Allow the pupil three chances to try to place the <u>exact</u> location from which the sound came.</p> <p>Have the children in the class close eyes. Touch one child. Have that child say, "Good morning, Class" in his natural voice. Ask a child on the other side of the room to identify the direction from which the voice came.</p>
<p>Building Concepts and Vocabulary about Places in Our School</p>	<p>Use filmstrips.</p> <p>Let pupils tell about different rooms in the school which they have visited. Allow individuals to describe what happened in the different places. Ask pupils to watch the filmstrip, <u>Inside the School</u>, in order to identify the different services which are found in some schools. Help pupils build appropriate concepts and vocabulary for places in the school. Use the filmstrip pictures to clarify the following words: hall or corridor - bulletin boards office - clerk, secretary, file cabinet, telephone, typewriter nurse's room - nurse, cap, uniform, scale, height, weight library - librarian auditorium - audience, play, exit</p>

TEACHING PROCEDURES

MATERIALS

ated at his desk to make a sound with a squeaking toy.
 f sight.
 en to determine from which part of the room the sound came.
 ances to try to place the exact location from which the sound

Toy that squeaks or object which
 can be used to make an easily
 distinguishable sound

e class close eyes.

ood morning, Class" in his natural voice.
 her side of the room to identify the direction from which the

Filmstrip:

ifferent rooms in the school which they have used or visited.
 scribe what happened in the different places visited.
 he filmstrip, Inside the School, in order to see the rooms and
 found in some schools.

Public Schools of the District of
 of Columbia. Catalogue of
 Audio-Visual Materials.
 Washington, D. C.: Board of
 Education, 1964.

ppropriate concepts and vocabulary for places in the school.
 res to clarify the following words:

2241 - Inside the School

ulletin boards
 etary, file cabinet, telephone, typewriter
 se, cap, uniform, scale, height, weight

nce, play, exit

SKILLS	TEACHING PROCEDURES
<p>Building Vocabulary Related to the School and School Personnel</p>	<p>cafeteria or lunchroom furnace room - engineer, furnace or boiler classroom - pupils Reshow the filmstrip. Point out objects for which concepts were built. Allow pupils to discuss briefly. Encourage them to use proper terminology.</p> <p>Use direct experiences.</p> <p>Take pupils for a walk through the <u>corridor</u>. Return to the class. Ask pupils to recall things they have seen. Help with appropriate names and uses or purposes of things seen. Be sure pupils are familiar with the words <u>corridor</u>, <u>fire exting</u> <u>bulletin board</u>, <u>exit</u>, <u>out</u>, <u>entrance</u>, <u>in</u>. Identify doors by the directions - north, south, east, or west - found. Take another walk. Appoint six children to act as tour guides. Ask them to name and explain the purpose or proper use of items a</p> <p>Walk with the class to the <u>office</u>. Provide meaningful explanations of the work and about the personne</p> <p>Example:</p> <p>Introduce pupils to the <u>principal</u>, <u>secretary</u>, and other office worke</p>

TEACHING PROCEDURES

MATERIALS

room
engineer, furnace or boiler
s
which concepts were built.
ss briefly.
se proper terminology.

lk through the corridor.

things they have seen.
e names and uses or purposes of things seen.
familiar with the words corridor, fire extinguisher, fountain,
it, out, entrance, in.
he directions - north, south, east, or west - in which they are

to act as tour guides.
d explain the purpose or proper use of items above.

o the office.
xplanations of the work and about the personnel in the office.

e principal, secretary, and other office workers.

SKILLS

TEACHING PROCEDURES

Explain that information for and about all of the children and teachers and workers in the building is kept in the office.

Show and identify file cabinets and help pupils understand that the secretary to keep all papers neat and in order so that they can be found.

Provide explanations about the typewriters, and telephones.

Help pupils understand that much writing has to be done in the office, and that most of this writing is done on the typewriter because it is neater, and faster than writing by hand.

Ask children to listen to the sounds made by the typewriter.

Help them understand the message which the bell gives the secretary, and that it is valuable.

Guide pupils in understanding that the telephones in the building are used for business calls to other schools, to homes of children or workers in a building, and to other offices.

Ask the secretary to demonstrate the way in which she identifies the secretary when a call comes in.

Call attention to the friendly, but business-like voice used by the secretary.

Show pupils where they should stand to await recognition when they go to the office on an errand.

Give the class a pattern for courteous behavior when coming to the office.

- Greet those present.
- Excuse yourself.
- State reason for coming.
- Listen closely to those who speak.
- Express appreciation for help.

Provide opportunity for role-playing situations which involve carrying errands to the office after pupils have had opportunity to review standards during class discussion.

* Show pictures of other offices - dentist's, doctor's, business.
Point out similarities and differences in staff and equipment.

TEACHING PROCEDURES

MATERIALS

on for and about all of the children and teachers and other
ing is kept in the office.
e cabinets and help pupils understand that these help the
l papers neat and in order so that they can be found easily.
out the typewriters, and telephones.
that much writing has to be done in the office, and that much
done on the typewriter because it is neater, clearer, and
by hand.
o the sounds made by the typewriter.
the message which the bell gives the secretary, and why it is
standing that the telephones in the building are used to make
her schools, to homes of children or workers in a school, and
demonstrate the way in which she identifies the school when a
endly, but business-like voice used by the secretary.
ey should stand to await recognition when they come to the
n for courteous behavior when coming to the office:
t.
ming.
hose who speak.
on for help.
or role-playing situations which involve carrying messages to
pils have had opportunity to review standards during a class
s offices - dentist's, doctor's, business.
and differences in staff and equipment.

Pictures of business and profes-
sional offices

SKILLS

TEACHING PROCEDURES

Recognizing Sounds Associated with Specific Things or Places

Take pupils to the library.
 Introduce the librarian and ask her to tell pupils about the library work.
 Be sure pupils understand words, such as: books, shelves, stacks, bro
card.
 Help pupils understand that they may borrow books from the library, should have clean hands when using the books.
 Permit children to browse through the books until they find the one which or feel that they would like to select to read.
 Guide children in making suitable selections and in sitting quietly at a table with their books.
 Ask the librarian to tell pupils a story after they have had a brief opportunity of investigation on their own.

Take a listening walk:
 through the halls at school
 in the office
 on the playground
 on the sidewalk of a busy or of a quiet street
 List sounds pupils name to aid in recall during the discussion on the classroom.
 * Allow pupils to draw pictures of things they saw and heard during the walk. Provide pupils with pictures similar to their walk.
 Encourage children to use the pictures to recall and describe things they saw and heard.

TEACHING PROCEDURES

MATERIALS

...y.
 ... and ask her to tell pupils about the library and about her
 ... and words, such as: books, shelves, stacks, browse, library
 ... that they may borrow books from the library, but that they
 ... nds when using the books.
 ... wse through the books until they find the one which they need
 ... ld like to select to read.
 ... ng suitable selections and in sitting quietly at a table to enjoy
 ... ll pupils a story after they have had a brief opportunity for
 ... r own.

... school
 ... busy or of a quiet street
 ... me to aid in recall during the discussion on return to the
 ... pictures of things they saw and heard during the walk, or pro-
 ... ures similar to their walk.
 ... ase the pictures to recall and describe things they heard.

Pictures showing activities:

- at school
- on the playground
- on a busy street
- on a quiet street

Notebook/pencil (for teacher use)

See Urban Panorama. Chicago:
 National Dairy Council, 1965.

Recording:

Sounds Around Us. "Around the
 Town." 78 rpm. Fair Lawn,
 New Jersey: Scott, Foresman
 and Co., 1951.

SKILLS	TEACHING PROCEDURES
<p>Developing Concepts around Special Times of the Year</p>	<p>Use pictures.</p> <p>Tell pupils the name of the new month. Have children pronounce the name. Place pictures representing characterizing features of before the children. Use the pictures to give pupils a brief sketch about the various activities which are associated with it.</p> <p>Example: (Fire Prevention Week)</p> <p>Show pictures and give explanations which provide the Fire is important. Careful use of fire is essential. Many media are used to disseminate information on Specific measures should be taken to prevent fire vacation.</p> <p>Review facts by having the children select pictures to use to recall pertinent information. Guide the discussion by <u>giving the name of the month and</u> by asking children to contribute ideas or concepts which mind. Summarize by <u>having the children tell the special time</u> activities which they have described take place.</p>

TEACHING PROCEDURES

MATERIALS

of the new month.
 nce the name.
 resenting characterizing features of an important day or week
 n.
 give pupils a brief sketch about the special occasion and the
 which are associated with it.
 (vention Week)
 give explanations which provide the following concepts.
 ant.
 fire is essential.
 re used to disseminate information on fire prevention.
 sures should be taken to prevent fires at home, at school, on
 g the children select pictures to use as a guide in helping them
 t information.
 by giving the name of the month and of the special occasion and
 n to contribute ideas or concepts which the occasion brings to
 g the children tell the special time and the month in which the
 hey have described take place.

For suggestions of material to include in sketches, see: Banks, Marjorie Ann. How We Celebrate Our Fall Holidays. Chicago: Benefic Press, 1961.

Banks, Marjorie Ann. How We Celebrate Our Spring Holidays. Chicago: Benefic Press, 1961.

Pictures useful in bringing out desirable concepts about fire prevention:

- Importance of fire
 - Mother cooking
 - children around picnic fire
 - Father burning leaves
 - family around fireplace
 - coal or oil furnace, electric heater
- Media through which information on fire prevention may be obtained
 - television
 - radio
 - books
 - fireman and fire station
- Safety measures
 - matches out of reach
 - clean, uncluttered basement and other rooms
 - campfire being put out
 - children practicing fire drill at school

SKILLS

TEACHING PROCEDURES

Building Concepts and Descriptive Vocabulary Related to Special Times of the Year

Use objects and pictures.

Apply the same technique described in the previous lesson, but use pictures to give sensory impressions of the special occasion, not objects.

Example: (Building sensory impressions around fall)

Display objects, such as:

fall leaves
seasonal fruit
seeds
fall flowers

Help build descriptive words to describe sensory impressions.

Include words, such as:

falling	brightly-colored	crumbly	juicy
floating	beautiful	rustling	sweet
fluttering	shiny	crackling	delicious
changing	plump	spicy	
golden			

Provide pictures which show fall scenes.

- * Encourage children to use at least one descriptive word as they describe the things in the picture.
 - * Show swatches of color suggestive of fall.
- Ask children to associate the colors with things which they see.

TEACHING PROCEDURES

MATERIALS

es.

technique described in the previous lesson, but use objects and sensory impressions of the special occasion, month, or season.

(sensory impressions around fall)

such as:

t

descriptive words to describe sensory impressions.

such as:

brightly-colored	crumbly	juicy
beautiful	rustling	sweet
shiny	crackling	delicious
plump	spicy	

es which show fall scenes.

Children to use at least one descriptive word as they tell about one of the picture.

of color suggestive of fall.

associate the colors with things which they see in fall.

Objects, such as:

fall flowers
 seasonal fruits
 seeds
 leaves

Color swatches suggestive of colors associated with fall

Pictures of fall scenes

SKILLS	TEACHING PROCEDURES
<p>Gathering Information for Enrichment</p>	<p>Use a camera.</p> <p>Display a camera.</p> <p>Allow pupils to hold and to examine it closely.</p> <p>Encourage a discussion of the shape, feel, and exterior construction.</p> <p>Hold the camera while pupils designate the <u>top</u>, <u>bottom</u>, <u>sides</u>, <u>front</u>, and <u>back</u>.</p> <p>Allow pupils to count the surfaces.</p> <p>Help pupils identify the <u>lens</u>, <u>shutter</u>, <u>shutter button</u>, and the <u>film</u>.</p> <p>Provide accurate vocabulary as needed.</p> <p>Permit those with previous experiences with cameras to share their knowledge.</p> <p>Encourage and guide pupils in the use of proper terminology during the discussion.</p> <p>Open the camera so that its interior may be explored.</p> <p>Show and name the <u>black lining film rods with slots for insertion</u>.</p> <p>Invite pupils to ask questions in order that they may gain further clarification.</p> <p>Suggest that pupils imagine themselves to be very tiny and to be fastened to the interior of the camera.</p> <p>Elicit responses, such as:</p> <ul style="list-style-type: none"> I think it would be very dark. It might be darker than night. You wouldn't be able to see anything. It would be pitch dark. <p>Put the camera together.</p> <p>Give an explanation, such as:</p> <p>A camera has a tiny, very dark room with a small window called a lens which can open quickly to let in light and then close. A piece of paper called a shutter may be placed in the camera in front of the lens in order to let light in for a short time. The film paper is special because it has been treated so that when light hits it, it makes a picture of whatever is in front of it.</p>

TEACHING PROCEDURES

MATERIALS

Camera - Brownie type

and to examine it closely.
 Discussion of the shape, feel, and exterior construction.
 While pupils designate the top, bottom, sides, front, and back.
 Point out the surfaces.
 Point out the lens, shutter, shutter button, and the film winding knob.
 Use appropriate vocabulary as needed.
 Relate to pupils' previous experiences with cameras to share them.
 Encourage pupils in the use of proper terminology during their sharing.
 Allow the camera so that its interior may be explored.
 Use black lining film rods with slots for insertion of the roll of film.
 Ask questions in order that they may gain further information or
 Encourage pupils to imagine themselves to be very tiny and to tell how it would look
 if they were fastened inside of a camera.
 Examples such as:
 It would be very dark.
 Darker than night.
 I would not be able to see anything.
 It would be so dark.
 I would be all together.
 Examples, such as:
 I would have a tiny, very dark room with a small window (point to lens)
 which can open quickly to let in light and then close. Special paper
 is placed in the camera in front of the lens in order to make pictures. The
 special paper is called a black lining film rod because it has been treated so that when light shines on it, it
 records the image of whatever is in front of it.

SKILLS	TEACHING PROCEDURES
<p>Perceiving Relationships and Extending Word Meanings</p> <p>Perceiving Relationships of Cause and Effect</p>	<p>Demonstrate the speed with which the lens opens and closes by pressing the button several times as the children observe the lens.</p> <p>Ask the pupils whether they have a part of their bodies which takes "pictures" taken by their eyes.</p> <p>Ask the children to wink or blink their eyes as quickly as possible.</p> <p>Point out the resemblance between the <u>lens</u> of the camera and the <u>lids</u> on the camera and the <u>lids</u> on their eyes.</p> <p>Review and record the vocabulary and the information gathered from the film.</p> <p>Use two rolls of camera film.</p> <p>Show the pupils a roll of unexposed film in its protective wrapping. Challenge the children to tell what it is and to explain the purpose of the wrapping.</p> <p>Use the old, unwrapped film for class observation, examination, and discussion. Guide pupils in their descriptions of the length, feel, appearance, and weight of the roll.</p> <p>Tell pupils to try to recall their earlier discussion concerning the parts used in cameras.</p> <p>Ask: "Do you think we could use this roll of film to take pictures?"</p> <p>If pupils desire proof, load the camera with the exposed film, take pictures, and send it to be developed so that they may study the results.</p>

TEACHING PROCEDURES	MATERIALS
<p>with which the lens opens and closes by pushing the shutter as the children observe the lens.</p> <p>they have a part of their bodies which takes pictures.</p> <p>blink or blink their eyes as quickly as possible and to note the their eyes.</p> <p>ance between the <u>lens</u> of the camera and the <u>eye</u>; the <u>shutter</u> the <u>lids</u> on their eyes.</p> <p>vocabulary and the information gathered from the lesson.</p> <p>lm.</p> <p>of unexposed film in its protective wrapping.</p> <p>n to tell what it is and to explain the purpose of the heavy</p> <p>d film for class observation, examination, and discussion.</p> <p>descriptions of the length, feel, appearance, and composition</p> <p>recall their earlier discussion concerning the special paper</p> <p>x we could use this roll of film to take pictures now? Why?"</p> <p>re proof, load the camera with the exposed film, take a few</p> <p>it to be developed so that they may study the results.</p>	<p>Roll of film, wrapped</p> <p>Roll of film, old and unwrapped</p> <p>Camera</p>

SKILLS

TEACHING PROCEDURES

Concentrating to Follow
Directions

Provide opportunity for close observation of loading the camera film.

Reload the camera with the unexposed film while standing in a dark

Ask: "Why did I go into the closet this time to load the camera?"

Demonstrate winding the film in the camera until the numeral one appears

Question pupils as to the meaning of the appearance of the numeral

Encourage estimations of the number of exposures on the roll.

Check estimations with the last numeral at the time of the last exposure

Invite the class outdoors, if the day and light conditions permit, to take pictures taken.

Take individual pictures of members of the class on another project day for the purpose of composing a class gallery and to stimulate

Use photographs of each pupil.

Have pupils turn their chairs so that their faces are visible to the class.

Place face down in a box one photograph of each pupil.

Designate one person to pass the box among members of the group.

Direct each pupil to

select one photograph and study it

look around the room to locate the person in the photograph

take the photograph to the owner

state the fact that he has the picture and is presenting it.

TEACHING PROCEDURES

MATERIALS

close observation of loading the camera with the exposed
the unexposed film while standing in a dark closet.
the closet this time to load the camera?"
film in the camera until the numeral one appears in the lens.
meaning of the appearance of the numeral one.
the number of exposures on the roll.
the last numeral at the time of the last exposure.
rs, if the day and light conditions permit it, to have group
s of members of the class on another previously specified
of composing a class gallery and to stimulate other lessons.
bil.
chairs so that their faces are visible to everybody in the
k one photograph of each pupil.
pass the box among members of the group.
n and study it
n to locate the person in the photograph
to the owner
has the picture and is presenting it.

Photographs - one of each pupil
Box

SKILLS	TEACHING PROCEDURES
<p>Developing Sentence Sense and Social Courtesy</p>	<p>Allow pupils to <u>formulate and speak their own sentences</u>. Redirect pupils' ideas into statements that are complete thoughts. Examples: "I have your picture, Jane. Here you are." or "Here is your photograph, Bill." Encourage the use of pleasant facial expression and voice in conversation. Elicit oral expressions of courtesy by each receiver. Direct pupils to keep their photographs in school for further use.</p> <p>Provide many occasions upon which pupils may develop sentence sense.</p>
<p>Developing Vocabulary to Describe Emotions</p>	<p>Use a poem.</p> <p>Show pictures of faces which express various emotions. Ask: "Have you ever felt this way?" Encourage pupils to describe such instances freely. Say the poem, "How Do You Feel?" Match faces with words as they are said. Repeat the poem, but permit children to make their faces express the emotions called for. Help pupils give words that describe emotions, as: <u>happy</u>, <u>grumpy</u>, <u>shy</u>, <u>excited</u>. Guide pupils in grouping descriptives in terms of those which suggest a pleasant feeling inside and those which suggest an unpleasant feeling. Help pupils add to their list descriptives suggestive of emotions, as: <u>bright</u>, <u>pleased</u>, <u>proud</u>, <u>cheerful</u>.</p>

TEACHING PROCEDURES

MATERIALS

te and speak their own sentences.
 into statements that are complete thoughts, if necessary.
 your picture, Jane. Here you are."
 or
 your photograph, Bill."
 pleasant facial expression and voice intonation.
 of courtesy by each receiver.
 their photographs in school for further use.
 upon which pupils may develop sentence sense.

which express various emotions.
 "It this way?"
 describe such instances freely.
 "You Feel?"
 as they are said.
 permit children to make their faces and bodies express the
 as that describe emotions, as: happy, sad, hurt, frightened,
 d.
 g descriptives in terms of those which suggest a good feeling
 ch suggest an unpleasant feeling.
 their list descriptives suggestive of good feelings - friendly,
 ad, cheerful.

Transparencies with drawings of
 faces reflecting varying emo-
 tional reactions

Overhead projector

Magazine pictures in which different
 emotional responses are indi-
 cated

Drawing paper
 Crayons

(See poem on next page.)

SKILLS

TEACHING PROCEDURES



Display pictures of children and adults, some of whom may be in the middle of an emotion.
 Ask children to study the faces of those pictured and tell how they think they feel.
 Encourage the children to provide possible explanations to account for each facial expression.
 Help pupils note that an upturned mouth usually suggests good feelings, while lips that are turned down usually suggest sadness or unpleasant feelings.
 Encourage pupils to use the above technique and draw pictures — one of someone who is happy, and one of someone who is sad.
 Ask the children to place their characters in a situation which would elicit these reactions.
 Ask pupils to select the descriptive word that best seems to fit the situation.
 * Suggest that some might use their pictures as a springboard for writing short stories to share orally at a later period.



CHING PROCEDURES

MATERIALS

adults, some of whom may be in the public eye.
 s of those pictured and tell how the persons probably
 vide possible explanations to account for the person's
 rned mouth usually suggests good or happy feelings,
 own usually suggest sadness or unpleasant reactions.
 ove technique and draw pictures — one of a happy per-
 o is sad.
 r characters in a situation which would prompt such
 ptive word that best seems to fit their person's mood.
 e their pictures as a springboard for creating short
 later period.

Poem: "How Do You Feel?"

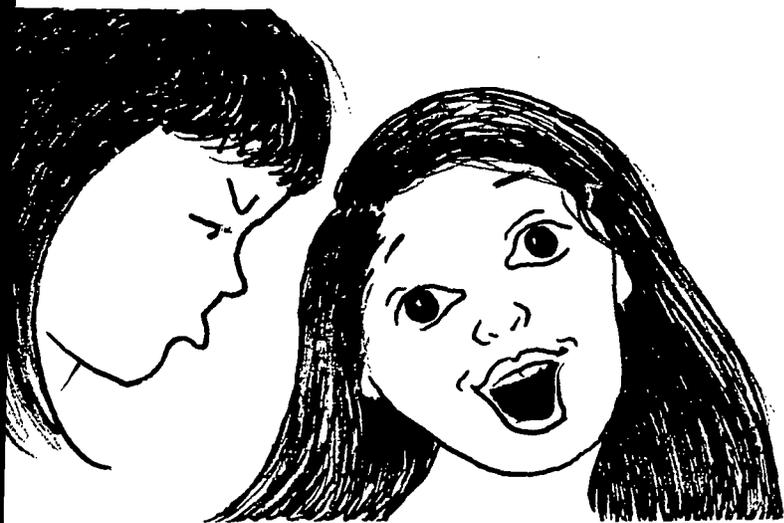
How do you feel this morning?
 How will it be today?
 Some of you look happy --
 Some, look gay,
 But over in the corner
 I see someone looking sad -
 Someone looking grumpy
 And one or two seem mad.

How would you feel in the woods?
 Away from your friends and home?
 So frightened and tired and lonely
 Uncertain of which way to roam?

How do you feel on a birthday?
Excited and all aglow?
 With visions of cake and candles
 And all kinds of gifts to show --

How would you feel if you moved?
 A bit timid and hurt and shy?
 Or sure that you'd make some new
 friends
 With smiles and a warm friendly
 "Hi?"

Alyce K. Barnett
 Language Arts Teacher
 Aiton School



SKILLS	TEACHING PROCEDURES
<p>Building Vocabulary to Describe Voices and Feelings</p>	<p>Use pictures.</p> <p>Have the children study pictures which reflect mood through facial expression. Develop or review words, such as: happy - friendly, smiling, angry, frowning; sad - worried, frightened.</p> <p>Ask pupils to indicate which pictures suggest that the person is happy or sad inside.</p> <p>Guide pupils in considering what kind of voice each person produces. Ask the person to describe the person might have said.</p> <p>Develop the words - <u>lively</u>, <u>whispering</u>, <u>crying</u>, <u>shouting</u>, <u>sighing</u>.</p> <p>Encourage different pupils to take turns in making their voices heard by the persons pictured.</p>
<p>Building Vocabulary to Describe Movement</p>	<p>Allow the class to study pictures of persons who appear to be walking, running, jumping, etc.</p> <p>Help pupils classify movements as <u>light</u> or <u>heavy</u>.</p> <p>Ask several pupils to imitate the action and sound indicated in the pictures.</p> <p>Ask class members to close their eyes as they listen to the footsteps. Ask them to interpret how the person was moving and to suggest how the person might move this way.</p> <p>Build in vocabulary to describe the movement.</p> <p>Encourage members of the class to provide sentences utilizing the vocabulary which will help them tell about the pictures.</p> <p>Display the pictures in which facial expression is highlighted.</p> <p>Ask pupils to suggest the movement which they would expect to see indicated by the person pictured.</p> <p>Provide opportunity for pupils to show feelings through voice and facial expression.</p>

TEACHING PROCEDURES

MATERIALS

pictures which reflect mood through facial expression.
 words, such as: happy - friendly, smiling, excited; grumpy -
 - worried, frightened.

which pictures suggest that the persons pictured feel good

ring what kind of voice each person probably used, and what
 e said.

ely, whispering, crying, shouting, sighing.

pils to take turns in making their voices sound like those of

pictures of persons who appear to be walking or "going."
 movements as light or heavy.

itate the action and sound indicated in the picture.

lose their eyes as they listen to the footsteps.

how the person was moving and to suggest why or when a
 his way.

escribe the movement.

the class to provide sentences utilizing newly learned words
 tell about the pictures.

which facial expression is highlighted.

he movement which they would expect to accompany the mood
 on pictured.

pupils to show feelings through voice and movement.

Pictures to suggest -

affection
 anger
 fear
 surprise
 pain

Pictures showing -

quick rhythmic steps

dancing
 marching
 tripping
 tipping

slow, tired footsteps

limping
 dragging

heavy, angry steps

stomping

Pictures suggesting mood and voice
 quality through facial expression
 (See lesson above.)

SKILLS

TEACHING PROCEDURES

Enjoying Literature

Developing Awareness of
the Rhythm in the
Verses of Mother Goose

Associating the Sound and
Rhythm of Words with
Ideas Presented

Review vocabulary by asking the rest of the class to find the pictures and bring them to life and to explain how the children spoke or moved in the desired mood.

Guide pupils in evaluating effective characterizations.

Use verses from Mother Goose.

Show a few of the pictures in color from a book of nursery rhymes. (with references.)

Discuss briefly the delightful or amusing aspects of the art. Ask pupils to listen to decide what movement the rhyme suggests and reads some of the rhymes.

Select verses which clearly lend themselves to specific movements. Read so that pupils can maintain rhythmic movement easily.

Examples:

Walk down the path - walking
As Tommy Snooks and Bessie Brooks - walking
A dillar, a dollar - slow, dragging walk
O, the grand old Duke of York - marching
Hark, hark the dogs do bark - tramping
Three children sliding on the ice - sliding
Here Am I Little Jumping Joan - jumping
Jack be nimble - jumping
The High Skip - skipping or jumping
Wee Willie Winkie - running on tiptoe
Tom, Tom, the piper's son - hard running
The farmer went trotting - trotting
This is the way the gentlemen ride - trotting
Ride a cock-horse - rocking
Pat-a-cake - clapping
Here we go round the mulberry bush - clapping

Help pupils realize that they could move easily as rhymes were being read of the rhythm in the rhymes.

TEACHING PROCEDURES

MATERIALS

the rest of the class to find the pictures as the children explain how the children spoke or moved to achieve the effective characterizations.

in color from a book of nursery rhymes. (See suggested for amusing aspects of the art. Decide what movement the rhyme suggests as the teacher tend themselves to specific movements. Obtain rhythmic movement easily.

- king
- essie Brooks - walking
- dragging walk
- York - marching
- ark - tramping
- the ice - sliding
- g Joan - jumping
- or jumping
- ning on tiptoe
- on - hard running
- g - trotting
- emen ride - trotting
- king
- ulberry bush - clapping

ey could move easily as rhymes were being read because mes.

Lines, Kathleen, compiler. Jones, Harold, illustrator. Lavender's Blue. Franklin Watts, New York: 1964. pp. 10, 11, 16, 18, 34, 35, 38, 39, 43, 44, 51, 74, 129, 144.

deAngeli, Marguerite. Book of Nursery and Mother Goose Rhymes. Doubleday and Co., Garden City, New York: 1954. pp. 11, 15, 47, 50, 56, 81, 86, 101, 115, 129, 138, 162, 181.

Lang, Andrew, editor. Brooke, L. Leslie, illustrator. The Nursery Rhyme Book. Frederick Warne and Co., London and New York: reprinted 1958. pp. 47, 49, 63, 119, 134, 140, 171, 182, 187, 203, 246. (no drawings in color)

Field Enterprises Educational Corporation. Childcraft, The How and Why Library. Vol. I, Chicago: 1964. pp. 12, 13, 15, 50, 163.

SKILLS

TEACHING PROCEDURES

Developing An Awareness
of the Art Found in
Children's Books

Use several versions of Mother Goose.

Circulate copies of various Mother Goose books.

Explain that the books contain many of the same verses, but that
often quite different.

Encourage pupils to express their preferences picturewise and read.
Accept all responses.

Project selected pictures using the opaque projector.

Examples:

"This Little Pig Went to Market" - Leslie Brooke, illustrator

Read the poem.

Repeat the portion illustrated by the pig eating roast beef.

Guide pupils in noting facial expressions of the pig that had not
the one feasting.

Guide pupils in interpreting the reasons for the difference in expressions.

"Little Miss Muffet" - Rojankovsky, illustrator

"Little Miss Muffet" - deAngeli, illustrator

Display both little girls.

Ask: "Which Miss Muffet is more like the picture which comes
when you think of Miss Muffet?"

Why does your Miss Muffet look like that?"

"Old Mother Hubbard" - Leslie Brooke, illustrator

Read the poem.

Show the illustration.

Ask: "Which part of the rhyme does the picture depict, or tell about?
Permit children to express their reactions to the picture.

Compare this illustration with the one of the pigs by the same artist.

Ask: "With what materials do you think this artist worked?"

TEACHING PROCEDURES	MATERIALS
<p>her Goose.</p> <p>ous Mother Goose books.</p> <p>ontain many of the same verses, but that the pictures are</p> <p>ress their preferences picturewise and reasons for choice.</p> <p>using the opaque projector.</p> <p>Market" - Leslie Brooke, illustrator</p> <p>ustrated by the pig eating roast beef.</p> <p>ng facial expressions of the pig that had none, the cook, and</p> <p>preting the reasons for the difference in expression.</p> <p>ojankovsky, illustrator</p> <p>eAngeli, illustrator</p> <p>rls.</p> <p>Muffet is more like the picture which comes to your mind</p> <p>nk of Miss Muffet?</p> <p>r Miss Muffet look like that?"</p> <p>Leslie Brooke, illustrator</p> <p>the rhyme does the picture depict, or tell about?"</p> <p>press their reactions to the picture.</p> <p>ation with the one of the pigs by the same artist.</p> <p>aterials do you think this artist worked?</p>	<p>Brooke, L. Leslie, illustrator, <u>Ring O' Roses, A Nursery Rhyme Picture Book</u>. Frederick Warne and Co., London and New York</p> <p>Rojankovsky, Feodor, illustrator, <u>The Tall Book of Mother Goose</u>. Harper and Row, New York: 1942. p. 11</p> <p>deAngeli, Marguerite, <u>Book of Nursery and Mother Goose Rhymes</u>. Doubleday & Co., Garden City, New York: 1954. p. 13</p> <p>Lang, Andrew, editor. Brooke, L. Leslie, illustrator. <u>The Nursery Rhyme Book</u>. Frederick Warne and Co., London and New York: reprinted 1958. p. 165</p>

SKILLS	TEACHING PROCEDURES
<p>Developing Acquaintance with More Authentic Poets</p>	<p>In this illustration of "Old Mother Hubbard" what do you Review pictures and names of artists.</p> <ul style="list-style-type: none"> * Encourage pupils to enjoy and examine the pictures in the library books and to be alert for other works of the artists in <p>Use poetry.</p> <p>Use poems of Christina Rossetti to introduce pupils to more aut Compare the rhythm in "Mix a pancake. . ." with that of "Pat-a- Give pupils the name of the poet. Christina Rossetti. Show her small book of poems, <u>Sing-Song</u>, if possible. Explain that Christina Rossetti wrote many little poems for child Introduce two other of her poems, "Who has seen the wind. . do you never rest?" Read the first poem and ask pupils to tell things they see whic the wind is passing by. Read the second poem and ask pupils to tell - what kind of wind was blowing how they would feel</p> <ul style="list-style-type: none"> * Provide opportunity for pupils to illustrate either poem. <p> For quiet periods, the teacher might read Christina R the foot. . ." or "What do the stars do. . ."</p> <p>Introduce A. A. Milne to the children. Explain that A. A. Milne had a little boy of his own, and there things that children enjoy doing and wrote of many of these th</p>

TEACHING PROCEDURES

MATERIALS

of "Old Mother Hubbard" what do you notice first? Why?"
 of artists.
 and examine the pictures in their own books and in
 alert for other works of the artists mentioned.

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 a pancake. . ." with that of "Pat-a-cake. . ."
 poet. Christina Rossetti.
 ns, Sing-Song, if possible.
 etti wrote many little poems for children.
 r poems, "Who has seen the wind. . ." and "O, wind why

ask pupils to tell things they see which makes them know

ask pupils to tell -
 owing

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the teacher might read Christina Rossetti's "Angels at
 o the stars do. . ."

children.

had a little boy of his own, and therefore, he knew about
 by doing and wrote of many of these things.

Rossetti, Christina. Sing-Song.
 Macmillan Co., New York: 1924.

Arbuthnot, May Hill. Time for
 Poetry. Scott, Foresman and
 Co., Fair Lawn, New Jersey:
 1961. p. 94.

SKILLS

TEACHING PROCEDURES

Using Vocabulary to Describe Color Patterns

Ask pupils to listen to the poem, "Hoppity," and tell what it makes him
doing.
Select several children to hop during the reading when they feel such a hop is
appropriate.
Select others who feel the rhythm differently, and let them hop.
Explain that A. A. Milne has written stories and other poems about a little boy named
Robin which the children may enjoy reading.

Provide direct experiences.

Place a chart on which there is a circle, a square, and a line before the children.
Have children identify these.
Give each pupil an envelope containing swatches of material.
Ask children to hold up the material with circles.
Present the term polka-dot and help pupils associate the new word with the
with which they are already familiar.
Encourage pupils to identify polka-dot designs in their clothing or in the
the room.
Continue in the same manner associating the square with checked material and the
line with striped material.
Help pupils hear and pronounce the "t" sound at the end of the words polka-dot
and striped.
Have pupils find the sound that they hear at the end of these words on the
visual Chart.
Place a square on the chalkboard.
Place vertical and horizontal lines on the square so as to create squares of
sizes.
Associate the new combination with the word plaid.
Have children locate their plaid swatch of material.
Provide an opportunity for pupils wearing plaid to come up and tell the class
have that is plaid.
Let various pupils identify all four swatches of material.
Guide pupils in playing a "Guess Who" game in which they identify the patterns on
their dresses, shirts, or sweaters.

TEACHING PROCEDURES

MATERIALS

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 ame manner associating the square with checked material, and the
 ed material.
 and pronounce the "t" sound at the end of the words: dot, checked,
 the sound that they hear at the end of these words on the Phono-
 the chalkboard.
 d horizontal lines on the square so as to create spaces of varying
 combination with the word plaid.
 te their plaid swatch of material.
 tunity for pupils wearing plaid to come up and tell about what they
 uid.
 identify all four swatches of material.
 playing a "Guess Who" game in which they identify classmates by
 shirts, or sweaters.

Chart with a circle, a square, and a
 line

Envelopes with swatches of
 polka-dot material
 checked material
 striped material
 plaid material

SKILLS	TEACHING PROCEDURES
<p>Building Vocabulary and Concepts around Roles that Children Play</p>	<p>Say: "I'm thinking of someone with a plaid shirt. Guess who it is. Have the rest of the class guess which child is being described. Let the child who guesses correctly give the next description. Encourage clear enunciation of new words.</p> <p>Use the Dress-Me-Doll lesson described on page 16 for additional. Substitute color patterns for plain colors.</p> <p>Use pictures.</p> <p>Show a picture of a little girl. Say: "Here is a little girl. She likes to do many things which you like to do. She does things with many different persons. Each person that I will show you thinks about her in a different way."</p> <p>Show a picture of a little girl with her mother. (Pretend it is the same girl as in the previous picture.) Let children discuss who is with the little girl and what they are doing. Help children understand that the little girl is very special and that the picture will do many things for the little girl because the girl is very special. Continue in the same manner using other pictures and eliciting responses. Use the picture to show that a girl may be a <u>niece</u>, a <u>grandchild</u>, a <u>sister</u>, a <u>mother</u>, a <u>pupil</u>, a <u>patient</u>.</p>

TEACHING PROCEDURES

MATERIALS

one with a plaid shirt. Guess who it is."
 guess which child is being described.
 correctly give the next description.
 on of new words.

son described on page 16 for additional practice.
 or plain colors.

girl.

y things which you like to do.
 n many different persons.
 will show you thinks about her in a different way."

tle girl with her mother. (Pretend it's the girl from the

s with the little girl and what they are doing together.
 that the little girl is very special and that the woman in
 ny things for the little girl because the girl is her daughter.
 nner using other pictures and eliciting other explanations
 y be a niece, a grandchild, a sister, a friend, a classmate.

Dress-Me-Dolls (See page 17.)
 Materials with different color pat-
 terns

or

Teacher-made transparencies of
 dolls with overlays showing dif-
 ferent color patterns
 Overhead projector

Pictures, such as:

- a little girl
- a little girl and her mother en-
gaged in some activity
- a little boy with his father
- a girl and boy at home
- two girls (boys) on the play-
ground
- a girl or boy participating in
class activities with the
teacher on the scene
- a girl or boy in the doctor's
office or in the dentist's of-
fice

SKILLS	TEACHING PROCEDURES
<p>Recognizing Sentences that <u>Ask</u></p>	<p>Present similar pictures about little boys. Let the boys tell some of the different roles which they play. Provide opportunities for the children to bring the pictures to the class. children to assume the roles suggested. Discuss beforehand the action taking place, possible conflicts, and relationships represented.</p> <p>Use poetry.</p> <p>Present the title, "The New Neighbor." Allow pupils to tell about new children who have moved into their neighborhood and the ways in which they made friends with the children. Read the poem. Establish the idea that one way of finding out more about something is to ask <u>questions</u>. Let pupils recall questions asked in the poem. Guide pupils in understanding that the children in the poem were new to the city. Encourage pupils to think of questions which they would ask the new children. Record questions and help pupils create their own poem about "The New Neighbor."</p>
<p>Recognizing Sentences that <u>Tell</u></p>	<p>Review the children's poem. Ask pupils to suggest answers for each question posed. Be sure pupils answer in complete sentences. Help pupils understand that they <u>told</u> something when they answer questions and that the <u>answers are statements</u>. Establish the idea that <u>sentences that tell something are statements</u>.</p>

TEACHING PROCEDURES	MATERIALS
<p>s about little boys. of the different roles which they play. for the children to bring the pictures to life by permitting the roles suggested. of action taking place, possible conversation, tonal quality, presented.</p> <p>"The New Neighbor." about new children who have moved into their neighborhood and made friends with the children.</p> <p>one way of finding out more about someone or something is questions asked in the poem. Understanding that the children in the poem probably did not live in ask of questions which they would ask a new neighbor. help pupils create their own poem patterned after "The New poem. answers for each question posed. in complete sentences. that they <u>told</u> something when they <u>answered</u> each question are statements. sentences that tell something are statements.</p>	<p>Arbuthnot, May Hill, compiler. <u>Time for Poetry</u>, revised. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961. p. 10.</p> <p>Chart paper Felt pen or Tape recorder Tape</p> <p>Poem created by children</p>

SKILLS

TEACHING PROCEDURES

Distinguishing between Questions and Statements

Use symbols.

Show pupils the symbol (?) by which they can identify sentences that are questions. Show a period (.) and help pupils associate it with a statement.

Give each child a ? or a .

Ask children with question marks to think of one question which they can ask. Ask children with a period to think of one statement which they can make with a period.

Suggest that children can gain a partner if they are successful in asking a question and receiving an appropriate answer.

Explain that when we give information, even though no question is asked, we are making a statement or give a sentence that tells.

Ask each child to think of one idea which he would like to share with the class. Encourage each pupil to feel free to use any classroom materials, pictures, or personal experiences as he considers his statement.

Guide pupils in discovering that statements become more interesting when more words are used.

Ask those listening to judge whether sentences given tell something.

* Provide opportunity for independent practice.

Keep on file cards with words which the children can read independently. Include cards on which there are question marks and cards with periods. Select words from the file which can be used to make a simple statement or a question. Make something.

and words with which pupils can form a short question - Can you ask a question?

Place such sets in envelopes for individual pupil use.



Any meaningful combination of words in the set would be acceptable.

TEACHING PROCEDURES

MATERIALS

by which they can identify sentences that ask questions.
pupils associate it with a statement.

□ .

marks to think of one question which they can ask a friend

gain a partner if they are successful in asking a question
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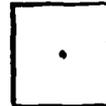
which can be used to make a simple statement, as - I can

pupils can form a short question - Can you help?

cards for individual pupil use.

combination of words in the set would be acceptable.

Punctuation cards - (enough for each child)



3x5 cards with words which pupils can read
(Some words should be written with capital letters.)

Punctuation cards  

Sample of words in teacher's set:

A	go	see
a	have	something
and	help	The
baby	here	the

SKILLS	TEACHING PROCEDURES
<p>Building Questions and Statements</p>	<p>Invite any individual to use the envelopes with cards during fr sentence that asks (question) and one sentence that tells (stat Invite the pupil to share his sentences orally at some time durin Be sure the child indicates which sentence was a question and ment, why he chose a certain word for his beginning, and after each sentence.</p>
<p>Building Vocabulary About Places in the Neighborhood</p>	<p>Use objects.</p> <p>Place before the children articles or pictures of articles which at different counters in the drugstore.</p> <p>* Ask pupils to identify items and tell in what place all of the th or <u>purchased</u>.</p> <p>Help pupils understand that they must go to different counters f goods.</p> <p>Guide pupils in associating articles presented with appropriate o Introduce the words - <u>prescription counter</u>, <u>druggest</u>, <u>cosmeti newsstand</u>, <u>magazine rack</u>, <u>candy counter</u>.</p> <p>Discuss behavior and/or appropriate language in terms of</p> <ul style="list-style-type: none"> requesting service waiting turn identifying purchase carefully making a selection expressing appreciation for service <p>Provide opportunity for role-playing.</p>

TEACHING PROCEDURES

MATERIALS

use the envelopes with cards during free time to build one question) and one sentence that tells (statement).
 his sentences orally at some time during the day.
 eates which sentence was a question and which was a state-
 e a certain word for his beginning, and what mark he used

Sample of words in teacher's set,
 continued

boy	I	to
Can	is	you
can	it	walk
car	jump	was
come	like	We
for	make	What
funny	my	Will
girl	run	will

en articles or pictures of articles which might be purchased
 s in the drugstore.
 items and tell in what place all of the things could be bought

Items which may be bought at the
drugstore at different counters,
such as:

birthday card
 cough syrup
 sandwich
 lipstick
 magazine

that they must go to different counters for different kinds of
 ing articles presented with appropriate counters.
prescription counter, druggest, cosmetic counter, fountain,
rack, candy counter.
 r appropriate language in terms of

carefully
 tion for service
 role-playing.

SKILLS	TEACHING PROCEDURES
	<p>Use trips.</p> <p>Take a trip to the drugstore. Help pupils locate and name counters previously discussed. Encourage children to observe carefully to discover the different counter.</p> <p>Allow each pupil to make a purchase, if possible.</p> <p>Plans may be made whereby each child comes prepared with a card for a secret pal. At the beginning of each month, names and addresses of secret pals may be posted. The secret pals obtain their cards and present them to those with birthdays.</p> <p>Use pictures.</p> <p>Show a picture of a grocery store. Allow pupils to discuss who is in the store kinds of foods they recognize what they see the people doing</p> <p>Give pupils correct names for the people they see - <u>customer</u>, <u>manager</u>.</p> <p>Help pupils identify different kinds of foods - <u>meat</u>; <u>produce</u>; <u>vegetables</u>; <u>dairy products</u>; <u>frozen foods</u>; <u>canned goods</u>; <u>dried fruits</u>.</p> <p>Place pictures of grocery items in the pocket chart. Discuss descriptive words used to identify items - <u>loaf</u>, <u>box</u>, <u>can</u>, <u>carton</u>, <u>roll</u>.</p>

TEACHING PROCEDURES	MATERIALS
<p>ore.</p> <p>me counters previously discussed.</p> <p>observe carefully to discover the different items sold at each</p> <p>a purchase, if possible.</p> <p>made whereby each child comes prepared to buy a birthday</p> <p>l. At the beginning of each month, names of birthday child-</p> <p>The secret pals obtain their cards from the teacher and</p> <p>with birthdays.</p> <p>ery store.</p> <p>recognize</p> <p>ple doing</p> <p>mes for the people they see - <u>customers</u>, <u>clerk</u>, <u>checker</u>,</p> <p>ifferent kinds of foods - <u>meat</u>; <u>produce</u>, <u>fresh fruits and</u></p> <p><u>ducts</u>; <u>frozen foods</u>; <u>canned goods</u>; <u>dried foods</u>.</p> <p>y items in the pocket chart.</p> <p>ards used to identify items - <u>loaf</u>, <u>head</u>, <u>bunch</u>, <u>bag</u>, <u>bar</u>,</p>	<p>Teacher-made transparency of gro- cery store to be used with over- head projector</p> <p>or</p> <p>Large picture of grocery store</p> <p>or</p> <p>Picture in class reference materials to be used with opaque projector</p> <p><u>Pictures:</u> loaf of bread head of lettuce head of cabbage</p>

SKILLS

TEACHING PROCEDURES

Allow pupils to choose the things which they would like to buy.
 Have each child tell how he would ask for the product.
 Permit a different group of children to select pictured items.
 Choose a child to be the neighborhood grocer.
 Let the children role-play shopping for their pictured items.
 Encourage children to use proper identifying words, to speak clearly, and to be polite.

Use objects and pictures.

Show different containers in which foods come.

Ask pupils to identify containers.

- * Let pupils suggest different kinds of foods which could come in the bags, therefore, we buy those foods by the pound.

Help pupils understand that many foods must be weighed after salt, sodas, frozen foods.

Allow pupils to tell how they would ask for potatoes, vinegar, salt, sodas, frozen foods.

Help pupils understand that sometimes we use package when asking for items that are sold in boxes.

Use frozen foods as an example.

Distribute pictures of items similar to the ones discussed.

Ask each child to role-play going to the neighborhood store to purchase an item.

Encourage pupils to be pleasant and polite.

Use direct experiences.

Guide pupils in finding out how many potatoes they would get for a dollar.

Display a scale.

TEACHING PROCEDURES

MATERIALS

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 group of children to select pictured items.
 the neighborhood grocer.
 play shopping for their pictured items.
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 n foods.
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n example.
 f items similar to the ones discussed.
 e-play going to the neighborhood store to purchase his pictured
 e pleasant and polite.

g out how many potatoes they would get for a pound.

Pictures, continued
 bunch of carrots
 bag of potato chips
 bar of candy
 bar of soap
 carton of sodas
 roll of paper towels

Pocket chart

Food containers:

bag
 boxes of different sizes and
 shapes
 bottle
 jar
 can
 carton

Large mounted pictures of potatoes,
 vinegar, sodas, soup, mayon-
 naise, salt, frozen peas

Smaller mounted pictures of prod-
 ucts packaged in containers
 listed

Scale

Big, medium, and little potatoes
 Apples (about four)
 Oranges (about four)

SKILLS	TEACHING PROCEDURES
<p>Following Directions</p>	<p>Let children weigh potatoes to try to make a pound. Help children discover that the size of the potato can change the amount which would be in one pound. Invite pupils to try to find a pound of apples; oranges. Divide the fruit among the children and give everyone a treat. Encourage each child to decide whether a pound of food would be enough for his family.</p> <p>Use trips. Take a trip to the grocery store. Have pupils find and identify areas in which different kinds of food are sold. Permit a child, previously selected by the class, to buy something for Halloween activities or canned goods to be placed in the Christmas basket.</p> <p>Use a teacher-made tape or give oral directions.</p> <p>Allow each child to select an object or objects for which directions are given or given orally by the teacher. Be sure children are familiar with the names of objects. Include sentences with one or two place phrases. Example: Put the eraser <u>on a desk in the back of the room.</u> Place the ball <u>on the floor under your desk.</u></p> <p>Use words that refer to color, size, shape, number. Example: Put the <u>two yellow</u> pencils in the pencil box. Put the <u>long red</u> pencil in your desk.</p> <p>Use more descriptive words. Example: Place the <u>shiny</u> piece of paper on the big table. Take the <u>crumpled</u> piece of paper and put it in the trash can.</p>

TEACHING PROCEDURES

MATERIALS

potatoes to try to make a pound.
 er that the size of the potato can change the number of potatoes
 one pound.
 find a pound of apples; oranges.
 g the children and give everyone a treat.
 d to decide whether a pound of food would be much food for his

cery store.
 identify areas in which different kinds of foods are located.
 ously selected by the class, to buy something such as a pumpkin
 ctivities or canned goods to be placed in a Thanksgiving or

e or give oral directions.

elect an object or objects for which directions are given on tape
 y the teacher.

e familiar with the names of objects.

th one or two place phrases.

e eraser on a desk in the back of the room.

he ball on the floor under your desk.

r to color, size, shape, number.

e two yellow pencils in the pencil box.

e long red pencil in your desk.

e words.

he shiny piece of paper on the big table.

he crumpled piece of paper and put it in the trash basket.

Familiar, non-breakable, safe ob-
 jects such as plastic toys and
 classroom materials

Teacher-made tape of directions
 for the children to follow
 Tape recorder

or

Cards with specific directions for
 the teacher to read

SKILLS	TEACHING PROCEDURES
<p>Enjoying Literature</p>	<p>Encourage children to give simple one-step directions for the class or for an individual.</p> <p>Examples: Clap your hands like this. John, run to the door. Touch your toes. Get a book from the library, Michael.</p> <p>Instruct children to listen carefully to find out whether directions are for the class or for an individual.</p> <p>Encourage a shy child to whisper directions for the class to follow. Guide the class in recognizing the value of looking at and listening before speaking.</p> <p>Use role-playing situations.</p> <p>Examples: Suggest three items for a child to buy at the grocery store. Direct a child to borrow a specific title at the library. Give a child a message over the telephone for Mother. Give a pupil a message to relay to the principal.</p> <p>Use a film, <u>Mike Mulligan and His Steam Shovel</u>.</p> <p>Suggest that pupils watch the film and enjoy its story and pictures. Encourage discussion by asking questions, such as: What part of the story did you find most exciting? Why was it so difficult for Mike Mulligan to find work to do? Why was Mike digging a hole? How was the steam shovel finally used? Which scene do you remember most clearly?</p>

TEACHING PROCEDURES

Give simple one-step directions for the others to follow.

his.

library, Michael.

Listen carefully to find out whether directions are for the whole class or for the individual.

Give whisper directions for the class to follow.

Recognizing the value of looking at and listening to the person giving directions.

Ask a child to buy at the grocery store.

Ask for a specific title at the library.

Ask to answer the telephone for Mother.

Ask to relay to the principal.

Mike Mulligan and His Steam Shovel.

Watch the film and enjoy its story and pictures.

Ask asking questions, such as:

Why did you find most exciting?

What did Mike Mulligan find work to do?

How did he dig a hole?

When was the shovel finally used?

What do you remember most clearly?

MATERIALS



Cards for the teacher to be used in providing children with directions for role-playing situations

Film:

Public Schools of the District of Columbia. Catalogue of Audio-visual Materials. Washington, D. C.: Board of Education, 1964.

863: Mike Mulligan and His Steam Shovel

SKILLS	TEACHING PROCEDURES
<p>Building Concepts and Vocabulary about Construction and Construction Workers</p>	<p>Use pictures.</p> <p>Show pictures of machines used for construction purposes. Discuss the machines and the work done by each. Be sure children learn names, such as: <u>steam shovel</u>, <u>power cement mixer</u>, and <u>crane</u>.</p> <p>Ask questions, such as:</p> <ul style="list-style-type: none"> Which machine digs up the earth? What carries the dirt away? Which machine mixes and pours the concrete? Which machine lifts or lowers heavy weights? <p>Help pupils realize that shovels and wheelbarrows are simple manner similar to that in which power shovels and dump trucks.</p> <p>Guide pupils in understanding the advantages of the power shovel in terms of saving time and labor.</p> <p>Take pupils to a construction project, if possible.</p> <p>Ask children to notice machines being used and the work being done.</p> <p>Use a record, <u>Build Me A House</u>.</p> <p>Show a picture of a house and a plot of land.</p> <p>Label the picture of the empty lot with the word <u>before</u>.</p> <p>Label the picture with the house - <u>after</u>.</p> <p>Ask pupils to suggest things which had to take place in between.</p> <p>Show a picture of a building under construction, if necessary, to guide their thinking.</p> <p>Encourage pupils to give as much information as possible concerning machines, tools, and materials used; workers needed.</p> <p>Ask pupils to listen to the record, <u>Build Me A House</u> for enjoyment and view of steps involved in building a house.</p>

TEACHING PROCEDURES

MATERIALS

is used for construction purposes.
 the work done by each.
 names, such as: steam shovel, power shovel, dump truck,
excavator.

Pictures:
 steam shovel (power shovel)
 crane
 dump truck
 cement mixer
 wheelbarrow
 shovel

to the earth?
 away?
 and pours the concrete?
 or lowers heavy weights?
 shovels and wheelbarrows are simple machines used in a
 at in which power shovels and dump trucks are used.
 anding the advantages of the power shovel and dump truck in
 and labor.
 tion project, if possible.
 achines being used and the work being done by each.

Refer to:
 Russell, David H., Clymer, The-
 odore W., and Christenson, Ber-
 nice M. Building Pre-Reading
Skills Kit A Language. Ginn and
 Co., New York: 1965.
 Pictures: S-(31-38)

house.
 e and a plot of land.
 empty lot with the word before.
 e house - after.
 ings which had to take place in between the two periods.
 uilding under construction, if necessary, to guide pupils in
 ve as much information as possible concerning steps taken;
 materials used; workers needed.
 he record, Build Me A House for enjoyment and for an over-
 ed in building a house.

Recording:
Build Me A House. 78 rpm
 Children's Record Guild, New
 York.
Pictures:
 house
 plot of land
 building under construction
 See Ginn Language Kit
 Pictures: L-6
 S-(31-38)

SKILLS

TEACHING PROCEDURES

Guide pupils in discussing fanciful elements found in the story.
 Replay the record so that pupils may listen in order to supply original concepts.

Show flannel cut-outs as pupils recall workers mentioned on the record.
 Guide pupils in using appropriate vocabulary, as: steam shovel, cement mixer, construction workers, crane, steel helmets, soot, carpenter, woodwork, plumber, electrician, painter, wiring -
 took place between the empty lot and the finished house.

Use flannel board materials.

Place flannel-backed cut-outs of community workers on one side of the board.

Allow pupils to earn a cut-out by identifying a worker and describing his part in the construction of a building.

Ask pupils to replace workers, in the order in which their services were required, across the top of the flannel board.

- * Use the pictures to help pupils make a chart revealing steps in building a house.

Show pictures of machines, tools, or products requiring repair or maintenance by workers.

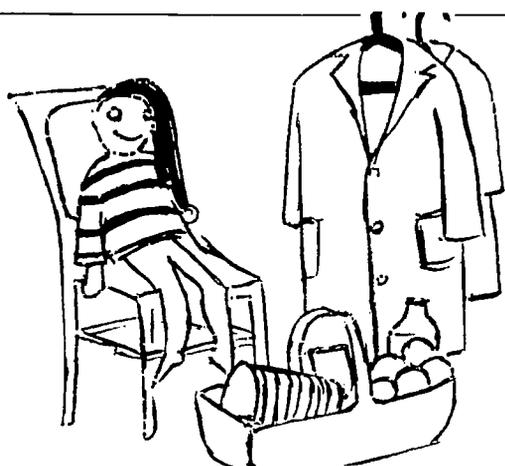
Stimulate pupils to pretend they are the workers.

Ask each "worker" to select a picture and explain either how he used the tool, or material, or why his job made use of a product possible.

TEACHING PROCEDURES	MATERIALS																												
<p>fanciful elements found in the story. that pupils may listen in order to supplement or correct</p> <p>pupils recall workers mentioned on the record. appropriate vocabulary, as: <u>steam shovel</u>, <u>power shovel</u>, <u>construction workers</u>, <u>crane</u>, <u>steel helmets</u>, <u>scaffold</u>, <u>bricklayer</u>, <u>plumber</u>, <u>electrician</u>, <u>painter</u>, <u>wiring</u> - as they tell what empty lot and the finished house.</p> <p>cut-outs of community workers on one side of the flannel board. cut-out by identifying a worker and describing briefly his job in a building. workers, in the order in which their services might be re- quired of the flannel board. pupils make a chart revealing steps in building a house. pictures, tools, or products requiring repair or installation by the workers. select a picture and explain either how he uses the machine, or why his job made use of a product possible.</p>	<p>Instructo Products Co. Philadel- phia. "Community Workers" - #151</p> <p>Flannel board</p> <p>Instructo Products Co. Philadel- phia "Community Workers" - #151</p> <p>Flannel board</p> <p><u>Pictures:</u></p> <table border="0"> <tr> <td>steam shovel</td> <td>door</td> </tr> <tr> <td>mound of dirt</td> <td>pipes</td> </tr> <tr> <td>cement mixer</td> <td>furnace</td> </tr> <tr> <td>crane</td> <td>bathroom</td> </tr> <tr> <td>bricks</td> <td>kitchen</td> </tr> <tr> <td>hammer</td> <td>radio</td> </tr> <tr> <td>nails</td> <td>toaster</td> </tr> <tr> <td>plane</td> <td>television</td> </tr> <tr> <td>saw</td> <td>washing</td> </tr> <tr> <td>scaffold</td> <td>machine</td> </tr> <tr> <td>paint brush</td> <td>refrigerator</td> </tr> <tr> <td>wrench</td> <td>lighting fixture</td> </tr> <tr> <td>ladder</td> <td>radiator</td> </tr> <tr> <td>paint</td> <td></td> </tr> </table>	steam shovel	door	mound of dirt	pipes	cement mixer	furnace	crane	bathroom	bricks	kitchen	hammer	radio	nails	toaster	plane	television	saw	washing	scaffold	machine	paint brush	refrigerator	wrench	lighting fixture	ladder	radiator	paint	
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SKILLS

TEACHING PROCEDURES



Classifying Information
and Forming Gen-
eralizations



Let pupils draw pictures of the workers to use as stick puppets in class to interview.

Guide pupils in formulating questions for interviews, such as:

Tell us about your work, Mr. Community Worker.

What machines (tools, materials) do you use?

How do you use them?

Why is your work important?

Why do you like your work?

Encourage pupils to invite members of their families who will visit and tell about their work.

Use a "picture gallery" of goods and services.

Direct pupils' attention to the "gallery."

Ask them to study pictures carefully to find those which show services for which their families spend money.

Give pupils time to classify the entire collection.

Say: "I wonder how families spend their earnings or money?"

Did you discover any ideas about this from our picture gallery?"

Allow some of the pupils to explain one way in which their families spend money.

Emphasize clarity of speech and ideas throughout the lesson.

Correlate similarities of the needs among families.

Draw pupils' attention to the "picture gallery" to add information about the problem of how families spend their money.

Help pupils realize that certain family needs can be grouped.

Point to the pictures and say:

"We eat these products; apples, milk, meat, and bread.

What would you call things we eat?"

TEACHING PROCEDURES

MATERIALS

pictures of the workers to use as stick puppets for members of the
 view.
 Formulating questions for interviews, such as:
 your work, Mr. Community Worker.
 s (tools, materials) do you use?
 e them?
 work important?
 ke your work?
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 about their work.
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 ow families spend their money.
 ze that certain family needs can be grouped.
 res and say:
 e products; apples, milk, meat, and bread.
 ou call things we eat?"

Drawing paper
 Crayons
 Support to affix to puppet
 Scissors

"Picture Gallery"

Goods
 foods
 furniture
 toys
 clothing

Services
 (Pictures showing
 work of -)
 doctor
 dentist
 nurse
 sanitation worker
 custodian
 teacher
 painter
 mechanic
 postman
 dry cleaners
 school helpers

Producers of Goods
 baker
 farmer

SKILLS	TEACHING PROCEDURES
<p>Hearing Patterns of Language</p>	<p>Have pupils identify and collect all pictures of foods. Ask: "Can you now tell one thing for which all families spend money? Follow the same procedure to group pictures of furniture, clothing, etc.</p> <p>Use role-playing and structured language.</p> <p>Provide opportunities for role-playing and structured language. Collect and mount on small cards (3x5) illustrations of services and occupations. Use these in a variety of imaginative situations, such as: "Play store," "Choose and Tell," "Are You a Producer of...?" to reinforce and provide maximum use of the new vocabulary. Use a structured pattern of language throughout these games and role-plays. All pupils must participate.</p> <p>Example: In "Choose and Tell," all pupils reach into a bag for a picture of a baker. Instruct each child to take a turn to stand, show his card to the class, and say: "This is a baker. He produces goods."</p> <p> Provide a structured pattern such as that above, but accept any form of expression as long as answers are appropriate. Example: "I have a baker. This person produces goods."</p>

TEACHING PROCEDURES	MATERIALS
<p> Select all pictures of foods. "What thing for which all families spend money?" Show to group pictures of furniture, clothing, and toys. Use simple language. Role-playing and structured language. Use cards (3x5) illustrations of <u>services</u> and <u>goods</u>. Create imaginative situations, such as: "Show and Tell," "Are You a Producer of Goods or Services?" Encourage maximum use of the new vocabulary. Practice use of language throughout these games and have every child </p> <p> Pupils reach into a bag for a picture card. Pupils turn to stand, show his card to the class; and say: </p> <p> Use a pattern such as that above, but accept pupils' variations if answers are appropriate. Example: "I have a picture of a goods." </p>	<p> Cards for each child with illustrations of goods and services Container, decorated, for the picture collection </p>

SKILLS	TEACHING PROCEDURES
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Building and Enriching Vocabulary

Permit pupils to build a toy store to make "purchases."
 Guide pupils in the use of the following words during their play store:

bought	clerk	item
purchased	cost	price
fruits	producer	vegetable
manager	beverage	car
dairy products	packaged goods	

Simply constructed hats stimulate pupils' imaginations and boost realism during role-playing and dramatics. All that is required is a piece of paper with various designs, symbols, or pictures attached at the top. Change new tissues on the headband after each pupil's use of it.

Example:



policeman's

These lessons readily lead to further studies to enlarge understanding and increase vocabularies concerning:

Thrift (Savings - U. S. Saving Stamp)

Conservation (Careful use of material curtails the waste of materials for the replacement of materials wasted.)

Budget Use play money for coin recognition. Place items in "store." Place a coin beside each item with its cost. Have pupils discover that they can purchase only those items for which they have money. They must keep a balance of the money they have and the things they want to buy.

ING PROCEDURES

MATERIALS

make "purchases."
 ing words during their play store experience:
 ierk items
 ost prices
 roducer vegetables
 overage canned goods
 ackaged goods

ate pupils' imaginations and boost the aspect of
 d dramatics. All that is required is a headband
 symbols, or pictures attached at the front. Put
 r each pupil's use of it.

policeman's hat

urther studies to enlarge understandings and in-
 g Stamp)
 of material curtails the waste of earned money
 cement of materials wasted.)
 coin recognition.
 re." Place a coin beside each item to represent
 s discover that they can purchase only things for
 money. They must keep a balance between the
 the things they want to buy.

Hats
 tagboard strips
 colored construction paper
 stapler and staples

Refer to:
 Public School of the District of
 Columbia. The Economy We Live
 By. Board of Education Wash-
 ington, D. C.: 1962. 10 pp.

Film:
It Pays to Save. McGraw-Hill
 Co., Textbook Film Department
 330 W. 42nd St., New York, N. Y.

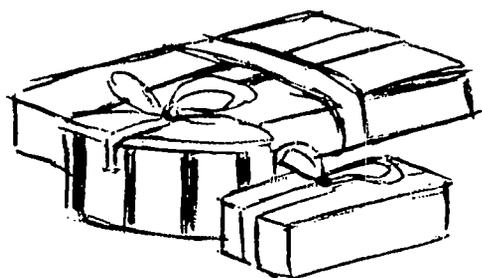
SKILLS	TEACHING PROCEDURES
<p>Answering Specific Questions</p>	<p>Use a roving reporter technique:</p> <p>Place a class-made TV screen on a desk in the front of the room. Invite children to appear on the TV Question Box Show. Permit each child selected to participate to draw a slip from the box. Ask each pupil to answer the questions read to him clearly and loudly. Introduce an interviewee. Create a purpose for the interview. Include sets of questions, such as:</p> <ul style="list-style-type: none"> Why does your Father (Mother) need to work? Why must the children in your family help with the work at home? How can you care for things at home? <p>Tape answers. Have the class evaluate how well questions were answered. Vary by moving around the room to interview pupils.</p>
<p>Perceiving Relationships</p>	<p>Use a storytelling technique:</p> <p>Create a story about an animal who invited all of his friends to dinner. Identify each friend and tell the home which he left to go to the dinner. Place each home on the blackboard ledge and each animal on the ledge. Each animal is mentioned in the story. Provide opportunity for some of the children to name the homes on the board. Ask the other pupils to rename the homes. Continue the story by pretending that it grew dark and friends were unable to find their way home. Have the dinner host call upon <u>Lost and Found</u> in the Police Department.</p>

TEACHING PROCEDURES	MATERIALS																										
<p>ique:</p> <p>screen on a desk in the front of the room. on the TV Question Box Show. ed to participate to draw a slip from the Question Box. the questions read to him clearly and thoughtfully.</p> <p>interview. such as: (Mother) need to work? n in your family help with the work at home? things at home?</p> <p>how well questions were answered. the room to interview pupils.</p> <p>animal who invited all of his friends to dinner. tell the home which he left to go to the party. e blackboard ledge and each animal on the flannel board as the story. some of the children to name the friends on the flannel rename the homes. pretending that it grew dark and friends at the party were un- y home. all upon <u>Lost and Found</u> in the Police Department for assist-</p>	<p>TV screen (See directions for making on p. 9 of this guide.)</p> <p>Question Box Slips with sets of questions</p> <p>Tape Tape recorder Microphone</p> <p>Flannel board Felt cut-outs of dinner guests Homes drawn on cards:</p> <table data-bbox="1058 1661 1562 2107"> <tr> <td>king</td> <td>palace</td> </tr> <tr> <td>cow</td> <td>barn</td> </tr> <tr> <td>bird</td> <td>nest</td> </tr> <tr> <td>frog</td> <td>pond</td> </tr> <tr> <td>grasshopper</td> <td>grass</td> </tr> <tr> <td>Indian</td> <td>wigwam</td> </tr> <tr> <td>dog</td> <td>doghouse</td> </tr> <tr> <td>fish</td> <td>bowl</td> </tr> <tr> <td>mouse</td> <td>hole in the wall</td> </tr> <tr> <td>worm</td> <td>hole in the ground</td> </tr> <tr> <td>hen</td> <td>henhouse (coop)</td> </tr> <tr> <td>squirrel</td> <td>hole in the tree</td> </tr> <tr> <td>bee</td> <td>beehive</td> </tr> </table>	king	palace	cow	barn	bird	nest	frog	pond	grasshopper	grass	Indian	wigwam	dog	doghouse	fish	bowl	mouse	hole in the wall	worm	hole in the ground	hen	henhouse (coop)	squirrel	hole in the tree	bee	beehive
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SKILLS

TEACHING PROCEDURES

Listening for Details



Involve members of the class as assistant detectives.
 Ask pupils to put on imaginary policemen's caps and badges.
 Have the pupils retrieve their imaginary magnifying glasses from desk drawers.
 Permit detectives to identify homes on the ledge by saying:
 "Here is the _____ (name a home) _____."
 Where is the _____ (friend who belongs in the home) _____?"
 Permit other detectives to answer:
 I have the _____ (name friend) _____."
 Ask the detective to place the friend safely in its home by affixing to the piece of felt on the card with the home.

Use "surprise packages."

Give children little packages or pictures made to look like presents.
 Allow each child to look at his picture or item in his package.
 Say: "Here are some surprise packages.
 You may look at yours, but do not show it to anyone else.
 I will tell three things.
 If you think I am talking about your package, you may open your package. It is a _____."
 Give clues that will fit only one surprise.
 Example: I am looking for something to wear.
 You wear them on your feet.
 You put them on before you put on your shoes.
 Help children understand that all sentences are helpful, but that only one makes them know that the surprise is a pair of socks - not shoes.
 Encourage children to tell how they knew their surprise package was _____



Later let pupils create three-sentence riddles about the presents.

TEACHING PROCEDURES

MATERIALS

as assistant detectives.
 policemen's caps and badges.
 imaginary magnifying glasses from their imaginary
 homes on the ledge by saying:
 (ome)
 o belongs in the home) ?"
 iver:

friend safely in its home by affixing the flannel figure
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or pictures made to look like presents.
 picture or item in his package.
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 on your feet.
 n before you put on your shoes.

at all sentences are helpful, but that the last sentence
 the surprise is a pair of socks - not the boots or the

they knew their surprise package was being described.

three-sentence riddles about the presents they received.

Sample of card with home



Small packages with items such as:

- Doll clothes, furniture
- Plastic foods, eating utensils
- Plastic tools
- Toy car, plane, truck, bus
- Small ball

or

Picture of

- Clothing
- Furniture
- pieces
- Kitchen
- utensils
- Tools
- Foods
- Toys
- Animals



front back

SKILLS	TEACHING PROCEDURES
<p>Hearing Details Selecting Pertinent Information Following Directions Classifying</p>	<ul style="list-style-type: none"> • Place cut-out figures representing a farmer, a zoo keeper, and a boy of a pocket chart. Use strips to divide the pocket chart into three separate areas. Identify the figures at the top of the chart and explain that each has a name and needs help in finding them. Distribute pictures of farm animals, zoo animals, and pets among children. Ask each child to listen carefully, look at his animal, and think of a name as each descriptive clue is read. Read descriptions including physical characteristics and/or habits and give no names. Ask children to listen carefully only as long as they feel that their animal is the lost one. <p>Example: Clue one - This animal runs very fast.</p> <p>Be sure all children with animals that run fast continue listening. Permit children who have animals that usually move slowly to turn over. (These pupils need no longer give close attention to further clues.) Continue giving the other clues.</p> <p>Tell children if the description fits their animal, they may pretend to have found it and may return it to the proper owner.</p> <p>Be sure children give sentences identifying the owner and naming the animal when they return missing animals.</p> <p>Check the animal against facts presented as quickly as possible.</p> <p>Ask the child to place the pictured animal in the pocket chart under the name he is looking for it.</p> <p>Allow pupils, during subsequent lessons, to tell how they knew the missing animal.</p>

SKILLS	TEACHING PROCEDURES
<p>Building, Enriching, and Expanding Vocabulary</p>	<p>Prepare for a trip.</p> <p>Example: Preparation for a walk along Sammy Squirrel's Trail</p> <p>Have children stand and pretend to be trees. Suggest that the children think of their bodies as <u>trunks</u> that Ask children to raise their arms to form the <u>limbs</u> on trees. Let them flutter fingers like <u>leaves</u>. Encourage pupils to <u>sway</u> as the wind blows through. Permit pupils to sit. Ask what the sun does. Invite a number of children to move together in the form of a <u>forest</u>. Have one child stand or stoop within the forest and one stand Let another child stand on a chair and pretend to be the sun. Have pupils tell which child would get more heat from the forest, or the one outside. Have children explain why less heat would get into the forest. Have pupils decide which child would get more light. Encourage pupils to use the words <u>cool</u> and <u>dark</u> to describe Ask pupils to tell some of the things they will expect to see w path in the woodland at the Nature Center. Emphasize seasonal aspects as characterized by plant life and Help pupils understand that plant and animal life in the wood season. Show seasonal pictures. Have pupils select the picture most representative of conditions pect to find during their trip.</p>

TEACHING PROCEDURES	MATERIALS
<p>a walk along Sammy Squirrel's Trail at the Nature Center.</p> <p>pretend to be trees.</p> <p>think of their bodies as <u>trunks</u> that are straight and tall.</p> <p>arms to form the <u>limbs</u> on trees.</p> <p>like <u>leaves</u>.</p> <p>as the wind blows through.</p> <p>children to move together in the front of the room to form a</p> <p>loop within the forest and one stand outside.</p> <p>a chair and pretend to be the sun.</p> <p>child would get more heat from the sun — the one in the</p> <p>side.</p> <p>less heat would get into the forest.</p> <p>child would get more light.</p> <p>the words <u>cool</u> and <u>dark</u> to describe the forest.</p> <p>the things they will expect to see when they walk along the</p> <p>the Nature Center.</p> <p>acts as characterized by plant life and animal activity.</p> <p>that plant and animal life in the woodland vary according to</p> <p>picture most representative of conditions which they will ex-</p> <p>per trip.</p>	<p>Chair</p> <p>Seasonal pictures showing woodland plants and animal activity</p> <p>See also:</p> <p>Public Schools of the District of Columbia.</p> <p><u>Catalogue of Audio-Visual Materials</u>. Washington, D. C.: Board of Education, 1964.</p> <p><u>Filmstrips:</u></p> <p>477 - <u>Animal Homes</u></p> <p>138 - <u>Common Animals of the Woods</u></p> <p><u>Films:</u></p> <p>1418 - <u>Fall Brings Changes</u></p> <p>1370 - <u>Spring Brings Changes</u></p> <p>115 - <u>Common Animals of the Woods</u></p>

SKILLS	TEACHING PROCEDURES
<p>Enjoying a Poem Associating Seasons with Their Characterizing Features</p>	<p>Use a poem, "Four Seasons," by Rowena Bastin Bennett.</p> <p>Place four color swatches on the flannel board — a light green, a yellow, a brown, and a white one.</p> <p>Allow pupils to select the one which they like best and to describe feelings which the color suggests.</p> <p>Ask children to listen to the poem to find out what ideas the color suggests to the poet.</p> <p>Read the poem, "Four Seasons."</p> <p>Guide pupils in associating the colors with the appropriate seasons.</p> <p>Help pupils interpret <u>why</u> the color is representative of the season.</p> <p>Help fasten associations in the children's minds by distributing names among the children.</p> <p>Ask nine children — three with light green, three with multicolored, and three with brown ribbons — to represent spring, summer, and fall, respectively.</p> <p>Give three boys white arm bands.</p> <p>Ask the boys to represent winter.</p> <p>Ask children to group themselves in the front of the room according to the season which they represent.</p>
<p>Making Proper Associations of Months and Seasons</p>	<p>Have individual members of the class identify each group of seasons.</p> <p>Tell pupils that there are three children in each group because each group represents three months.</p> <p>Help pupils to rename children in each season with names of months.</p> <p>Have a number of the class name a season.</p> <p>Ask "months" in the season to identify themselves, in order, and to describe the season they are representing.</p> <p>Ask "months" to return to their seats after all in the season have identified themselves.</p> <p>Have individual pupils in the class name the month in which they are representing the season in which the month occurs.</p>

TEACHING PROCEDURES

MATERIALS

by Rowena Bastin Bennett.

es on the flannel board — a light green swatch, a multi-
 swatch, and a white one.

one which they like best and to describe pictures or feel-
 suggests.

the poem to find out what ideas the colors suggested to the

sons."

g the colors with the appropriate seasons.

the color is representative of the season.

n the children's minds by distributing nine colored ribbons

e with light green, three with multicolored and three with

present spring, summer, and fall, respectively.

n bands.

winter.

emselves in the front of the room according to the seasons

of the class identify each group of seasons.

re three children in each group because each season has

ldren in each season with names of months for the season.

s name a season.

on to identify themselves, in order, and to stoop down after

their seats after all in the season have named themselves.

the class name the month in which they were born and tell

e month occurs.

Field Enterprises
 Educational Corporation.
Childcraft, The How and Why
Library. Vol. 1, Chicago: 1964.
 p. 54.

Swatches of flannel-backed con-
 struction paper
 light green
 multicolored
 brown
 white

Flannel board

Colored ribbon
 3 light green
 3 multicolored
 3 brown

3 white armbands

SKILLS	TEACHING PROCEDURES
<p>Enjoying a Poem Associating Character- izing Features with Appropriate Seasons</p>	<p>Read the poem, "Trees" by Harry Behn. Place flannel-backed pictures on the flannel board to highlight ideas. Encourage children to use the pictures to help them recall some of the things the poet describes trees as the kindest things he knows. Guide pupils in understanding that the term <u>bough of a tree</u> is used by poets when they speak of a <u>branch</u> or <u>limb of a tree</u>. Ask children to find pictured objects which suggest a special season. Ask the children to tell why the picture suggests spring, summer, or autumn. Invite pupils to think of reasons which the author could have given for why trees are kind during the winter. Repeat the poem frequently using flannel-backed visual material. Children wishing to memorize the poem will be able to do so easily.</p> <p>Use the sound filmstrip, <u>A Tree Is Nice</u>, or read the book of the same title.</p>

TEACHING PROCEDURES	MATERIALS
<p>ry Behn. on the flannel board to highlight ideas in the poem. pictures to help them recall some of the reasons why the kindest things he knows. that the term <u>bough of a tree</u> is an expression often ak of a <u>branch</u> or <u>limb of a tree</u>. jects which suggest a special season of the year. picture suggests spring, summer, or fall. s which the author could have given to show that trees</p> <p>using flannel-backed visual materials so that pupils em will be able to do so easily.</p> <p><u>A Tree Is Nice</u>, or read the book of the same title.</p>	<p>Field Enterprises Educational Corporation. <u>Childcraft, The How and Why Library</u>. Vol. 1, Chicago: 1964. p. 122.</p> <p>Flannel board <u>Flannel-backed pictures:</u> cow at rest under the shade of a tree baby birds in a nest in a tree fruit (which grows on a tree) house fall leaves budding twigs sun rising over the horizon with tree in foreground of picture tree at twilight (tree appearing through window of a sleeping child)</p> <p>Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Board of Education, Washington, D. C.: 1964.</p> <p><u>Filmstrip:</u> 1804 - <u>A Tree Is Nice</u> or Udry, Janice May. <u>A Tree Is Nice</u>. Harper and Row, New York: 1956.</p>

CONTENT
Page 157–Page 189

Level I: Speaking Skills

Level I: Speaking Skills

Page	
	<u>Building and Evaluating Standards</u>
157	Children simulate radios
160	Self-introductions with the tape recorder
171-172	Social courtesies
182	Labels
	<u>Developing Concepts and Vocabulary, Reinforcing Vocabulary, Enriching and Expanding Vocabulary</u>
161	Descriptive words, a direct experience
165	Substitute words for "ran"
174	Telephone vocabulary
180	Concepts gained from first hand experience with a rabbit
183	Descriptive words and sensory impressions through poetry — "Rabbits"
184	Descriptive words, language games using phrases denoting tentativeness
185-186	Circus concepts through dramatic play

Developing
of Standard

"Is" and
Third pe
concre
Correct

Reporting In

A one so
Imaginar
Telephon

Perceiving

Associati

CONTENT

Page 157-Page 189

Level I: Speaking Skills

Page		Page
	<u>Developing Habitual Use of Patterns of Standard English</u>	
..... 157		
..... 160	"Is" and "are", a picture-study activity	165-166
.... 171-172	Third person singular, an activity with	
..... 182	concrete objects	178
	Correct use of "brought" through role-playing	179
	<u>Reporting Information</u>	
	A one sentence report of a familiar scene	168
..... 161	Imaginary situations	168
..... 165	Telephoning reporting	174-175
..... 174		
..... 180		
..... 183	<u>Perceiving Relationships</u>	
..... 184	Association of meanings with written symbols	182
185-186		

	Page	
<u>Structuring Sentences</u>		<u>Storytelling</u>
Short written sentences based upon statements expressed orally	159	A story based on familiar experiences
Sentence sense, giving one's name and address.....	160	
Prepositional phrases, a flannel board activity	163	
Variety in sentence beginnings	165	
More difficult sentences	171	<u>Finding and Creating</u>
		A story, "King of the Hill"
<u>Conversing</u>		
Statements about imaginary trips and packages	169	
Telephone courtesy	173	
Sensory responses which stimulate ideas for conversation	176	<u>Improving Endings</u>
		"ing" endings and a Language "Because"
<u>Organizing Ideas</u>		
Statements about "two" ideas	158	
Place phrases in sequential order	164	
<u>Storytelling</u>		
A simple group story	164-165	

Level I: Speaking Skills

	Page
<u>Storytelling</u>	
A story based on a picture of a familiar happening	184
<u>Finding and Contrasting Main Ideas</u>	
A story, "Karen's Opposites"	170
<u>Improving Enunciation</u>	
"ing" endings, a picture-study exercise and a Language Master activity	166-167
"Because"	170

SPEAKING

Develop Ability To Select Subjects For Discussion
Conversation Of Mutual Interest And Value

SKILLS

TEACHING PROCEDURES

Building Standards

Remind pupils that when they sing, they use sweet singing voice
secret, they use a little whispering voice.
Ask pupils what kind of voice they should use when they are speak
Guide pupils in understanding that they should speak so that
easily.
Let pupils adjust the volume of a radio until it can be enjoyed by
Ask a pupil to pretend that he is on radio.
Place a big button with the numbers 1 2 3 in front of the child.
Ask the child to say "Hello" very softly when the knob or arrow
Ask him to speak with a voice big enough for a small group to hear
turned to 2.
Suggest that the child push his voice across the room so that all
knob is on 3.

Show a picture of children eagerly looking at something.
Ask why everyone seems so attentive.
Use questions, such as:
What do you think the children are watching?
How do you know they are enjoying themselves?
Suggest that the children must be very interested.
Encourage children to name things which they enjoy using or
mention places where they have been.
Suggest that they are good ideas to use when trying to find something
will be of interest to our classmates.
Guide pupils in setting up two standards:

Tell something interesting.
Speak so that all can hear.

Refer briefly to skills of standing tall and looking at the group.

Ability To Select Subjects For Discussion And
Conversation Of Mutual Interest And Value

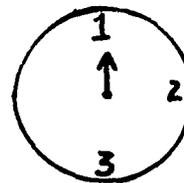
SPEAKING

TEACHING PROCEDURES

MATERIALS

they sing, they use sweet singing voices; when they have a
whispering voice.
they should use when they are speaking to the class.
saying that they should speak so that everyone can hear
of a radio until it can be enjoyed by all.
he is on radio.
numbers 1 2 3 in front of the child.
very softly when the knob or arrow is turned to 1.
voice big enough for a small group to hear when the knob is
his voice across the room so that all can hear when the
eagerly looking at something.
o attentive.
children are watching?
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must be very interested.
me things which they enjoy using or doing at home or to
they have been.
ideas to use when trying to find something to share which
r classmates.
two standards:
ing.
ar.
standing tall and looking at the group.

Radio (or recording and player)
Button



Picture: children looking eagerly at
something

SKILLS

TEACHING PROCEDURES

Organizing Ideas

Use a puppet.

Introduce a happy puppet to the class.

Invite pupils to greet the puppet by name.

Let him announce that he has brought his favorite toy with him because that this class was going to learn about toys.

Making Statements

Allow the puppet to display his lasso rope. He may say:

"I like to play cowboys.

So I brought my lasso, see?

My friend, Billy, pretends he's the cow and I lasso him.

I'm always very careful when I lasso Billy.

Can you think of any reasons why I try to be careful?

You're right. I never want to hit Billy in his eyes or choke him with my lasso.

We don't want to hit or trip up anyone with our ropes either. safely.

Do you have a favorite toy?

If I sit right here, would you tell me about your toy and how you use it. (Set puppet in view, nearby.)

Will you talk so that I can hear you over here?"

Guide the pupils in thinking of two ideas to tell - the name of their toy and how to use it.

Remind them to speak clearly so that their puppet friend will hear every word.

Make a list of each child's name and his toy as he speaks without the puppet.

Bring the puppet before the class after the last pupil has finished. He may say:

"You have many interesting toys.

I enjoyed hearing about them.

Thank you for allowing me to visit you.

I must hurry home now because Billy is waiting.

Goodbye."

TEACHING PROCEDURES

MATERIALS

pet to the class.
 The puppet by name.
 He has brought his favorite toy with him because he discovered
 going to learn about toys.
 Display his lasso rope. He may say:
 boys.
 Lasso, see?
 Pretends he's the cow and I lasso him.
 Careful when I lasso Billy.
 Any reasons why I try to be careful?
 Never want to hit Billy in his eyes or choke him around his neck
 to hit or trip up anyone with our ropes either. We try to play
 favorite toy?
 Would you tell me about your toy and how you use it?
 (w, nearby.)
 "What I can hear you over here?"
 Thinking of two ideas to tell - the name of their toy, and how they
 clearly so that their puppet friend will hear every word.
 Child's name and his toy as he speaks without interrupting the
 re the class after the last pupil has finished. He may say:
 interesting toys.
 about them.
 Nowing me to visit you.
 He now because Billy is waiting.

Puppet - boy
 Lasso
 Blackboard or Chart paper
 Felt pen

SKILLS	TEACHING PROCEDURES
<p data-bbox="164 1529 564 1625">Organizing and Transferring Thoughts to Oral Language</p> <p data-bbox="164 1842 564 1902">Expressing Ideas in Written Sentences</p>	<p data-bbox="746 1047 1718 1408"> Evaluate with the pupils. Ask questions, such as: Did we think our ideas through before we tried to speak them? How can we keep our thoughts from getting mixed up? Did we hear everyone's ideas clearly? How well did we listen today? Did we follow directions and tell only two ideas - the name of we use it? Show pupils the list of their names and their toys. Advise them that they may find it useful later when they write. Save the chart and place it on display at that time. </p> <p data-bbox="685 1529 1718 1818"> Use a list of pupils' names and toys. Have pupils read the chart. Allow each pupil to state what he will draw. Help each one to formulate a short sentence which may be written tion of his toy. Examples: These are my skates. I play with a wagon. This is an airplane. </p> <p data-bbox="729 1830 1718 1986"> Place on the board any words for which the children ask help in spelling. Provide the materials for illustration and for writing the sentences. Be available to give help with the written sentences, if needed. Arrange pictures on a bulletin board but collect and correct them so they may be rewritten by the pupils before display. </p>

TEACHING PROCEDURES

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 such as:
 our ideas through before we tried to speak them?
 keep our thoughts from getting mixed up?
 everyone's ideas clearly?
 we listen today?
 directions and tell only two ideas - the name of our toy and how
 the list of their names and their toys.
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 and place it on display at that time.

names and toys.

the chart.
 to state what he will draw.
 formulate a short sentence which may be written about his illustration.

These are my skates.
 I play with a wagon.
 This is an airplane.
 any words for which the children ask help in spelling.
 aids for illustration and for writing the sentence.
 we help with the written sentences, if needed.
 on a bulletin board but collect and correct the sentences so that
 written by the pupils before display.

MATERIALS

See lesson on page 157 .

Art materials. as:

large manila art paper
 newsprint
 paints
 crayons
 brushes

Writing paper
 Pencils

Charts with list of pupils' names
 and toys

SKILLS

TEACHING PROCEDURES

Developing Sentence Sense

Use a period of "Talk-Time."

Display a large picture of children on their way to school.
 Have the children study the illustration and decide the meaning of the picture.
 Note those pupils who have difficulty expressing their thoughts in complete sentences.
 Guide the children in telling how they came to school.
 Encourage them to name the friends with whom they came.
 Accept pupils' ideas and redirect their ideas into complete thoughts.
 Tell them that one day very soon they are going to find out the names of all of their first grade friends.
 Help pupils prepare to give short personal histories by demonstrating to one pupil how to stand and tell his name and address in a complete sentence.
 Example: "My name is Jane Jackson.
 My address is 123 Spring Drive, N. W."
 Advise the practice of this at home in front of a mirror.

Introducing Self to the Class

Use the tape recorder.

Place the tape recorder and microphone in an inconspicuous position in the classroom in order to avoid pupil tension.
 Direct pupils to arrange chairs in a circle or rectangle.
 Tell them that today is the day to discover everyone's full name and address.
 Explain that each child will have an opportunity to stand and tell his name and address, then walk to the person he selects as next and say, "My name is _____ and my address is _____."
 The selected child responds "Thank you."

TEACHING PROCEDURES

MATERIALS

e."

of children on their way to school.

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the friends with whom they came.

and redirect their ideas into complete thoughts.

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grade friends.

to give short personal histories by demonstrating with one

and tell his name and address in a complete sentence.

name is Jane Jackson.

address is 123 Spring Drive, N. W."

this at home in front of a mirror.

Picture of children on the way to
school

Full-view mirror

Tape recorder
Tape

er and microphone in an inconspicuous position in the class-

void pupil tension.

ge chairs in a circle or rectangle.

the day to discover everyone's full name and address.

and will have an opportunity to stand and tell his name and ad-

to the person he selects as next and say, "It is your turn."

responds "Thank you."

SKILLS	TEACHING PROCEDURES
<p>Using Words to Describe Accurately</p>	<p>Remind pupils to speak clearly and to project or speak so that everyone.</p> <p>Turn on the recorder. Allow all pupils to tell names and addresses. Turn off the recorder. Evaluate by asking questions, such as: "How clearly did we speak today? Did everyone speak in complete sentences? Did we follow the directions correctly?"</p> <p>Guide pupils in understanding that their speaking has been recorded enjoyment of hearing oneself on tape self-evaluation comparative studies of individual and group growth analysis of strengths and weaknesses teacher planning of lessons to meet class needs</p> <p>Use direct experiences.</p> <p>Invite three girls to stand in front of the class. Select at least two girls with green in their dresses. Pretend to be looking for one of the girls. Say: "Have you seen my friend? She has brown <u>hair</u>. Today she is wearing a green plaid <u>dress</u>. Her <u>socks</u> are white. Her <u>shoes</u> are brown.</p> <p>Have one child identify the right girl. Ask pupils to recall the things about the girl which were described. Use cards to remind pupils of these things.</p> <ul style="list-style-type: none"> • Display color cards and help pupils to enunciate color names clearly if needed.

TEACHING PROCEDURES

MATERIALS

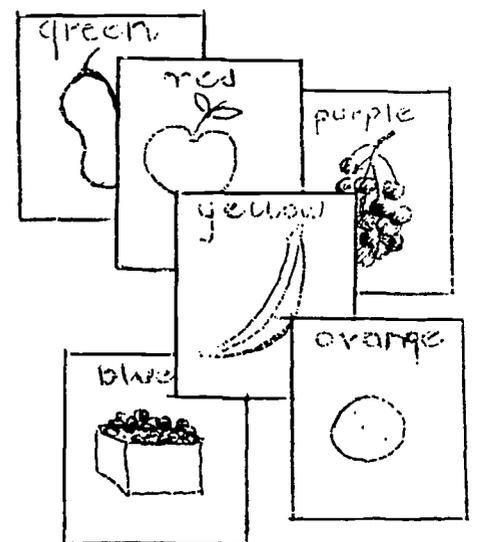
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 to stand in front of the class.
 girls with green in their dresses.
 ing for one of the girls.
 een my friend?
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 s wearing a green plaid dress.
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 are brown.

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 ll the things about the girl which were described.
 nd pupils of these things.
 ds and help pupils to enunciate color names clearly and correctly,



SKILLS

TEACHING PROCEDURES

Invite three more girls to stand in front of the room.
 Ask children to look carefully at one person in order to describe.
 Suggest that pupils refer to their cards to recall things to describe.
 Play a game in which one pupil gives four sentences to describe.
 Have the rest of the class listen in order to "rescue the friend."
 Ask the class to evaluate the accuracy with which the description was given.

Use picture cards to encourage description of boys' hair, shirts, pants, shoes.

Help pupils use additional color words as needed: tan, gray, plaid.

Emphasize the importance of accuracy in reporting.



TEACHING PROCEDURES

MATERIALS

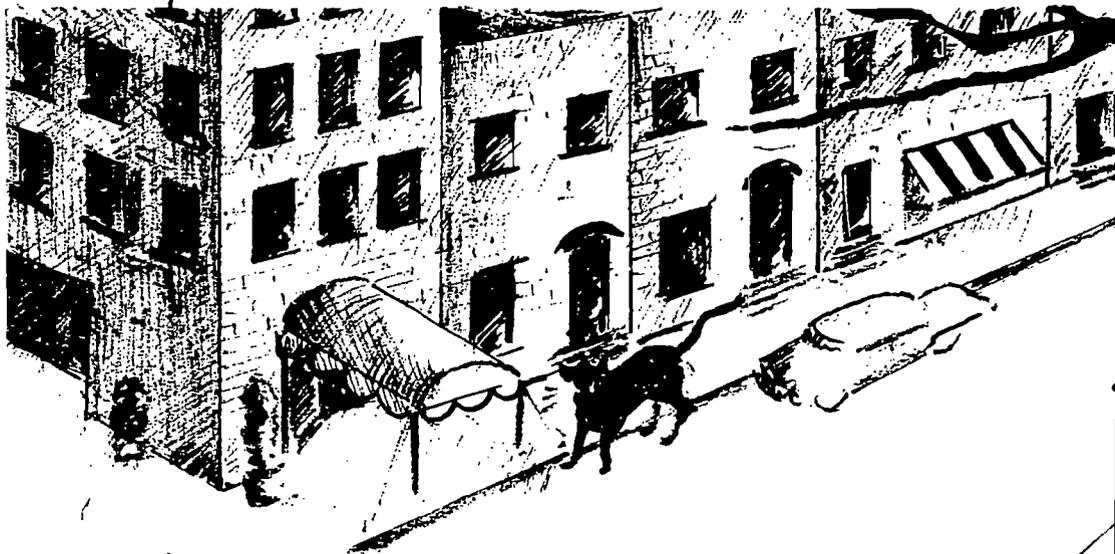
d in front of the room.
 at one person in order to describe the way she looks.
 ir cards to recall things to describe.
 gives four sentences to describe one of the children.
 n in order to "rescue the friend."
 accuracy with which the description was given.

description of boys' hair, shirts, pants, and
 color words as needed: tan, gray, checked, striped.
 accuracy in reporting.



SKILLS

TEACHING PROCEDURES



Building Sentences Through
Use of Prepositional
Phrases

Use flannel cut-outs.

Arrange flannel cut-outs on the flannel board so as to make a scene.
Place two boys within the scene.

Give a flannel ball to one boy pictured.

Ask children to listen to sentences which tell where the boy threw it.

Include sentences with phrases, such as:

- into the tree
- near the house
- through the door
- across the street
- over the boy's head
- into the air
- to the boy

Ask members of the class to place the ball in the place and to give just the phrase that tells where the ball was thrown.

TEACHING PROCEDURES

MATERIALS



Place the cut-outs on the flannel board so as to make a scene.
Describe the scene.
Tell the boy pictured.
Write to sentences which tell where the ball went when the boy
kicked it. Use phrases, such as:

Flannel cut-outs:

- store
- house
- apartment with an open door
- tree
- two boys
- ball

Flannel board

Ask the class to place the ball in the place indicated by the sentence
and the phrase that tells where the ball went.

SKILLS	TEACHING PROCEDURES
Building Sequence	<p>Show a kitten and a dog. Ask pupils to tell how they think the two probably feel about each other. Provide opportunity for children to tell what a cat or dog might do in a particular place. Display the flannel board scene and ask pupils to suggest places where the kitten might run. Let different members of the class move the cat to the spots mentioned. Ask pupils to tell whether the dog could follow the cat and to explain why or why not. Guide pupils in deciding which place would afford the best protection for the kitten. Review <u>place phrases</u> used by pupils. Place the kitten and the dog in the flannel board scene. Guide pupils in determining a reasonable path which the kitten might take to escape from the dog. Help pupils use phrases which reveal the kitten's movements. Example: to the house through the door of the apartment out of the side door of the apartment near the store under the car up in the tree</p>
Creating A Simple Group Story	<p>Ask six children to provide <u>sentences</u> using the phrases. Suggest that pupils use these ideas to help create a story. Give each of the pupils a number representing the order in which they should come in the story. Ask members of the class to recall where the dog probably was when the kitten was up into the tree. Suggest that the class contribute to the story by adding the references. <u>was right behind him</u> - wherever appropriate. (Whatever ideas may be used.)</p>

TEACHING PROCEDURES

MATERIALS

think the two probably feel about each other.
 children to tell what a cat or dog might do upon meeting.
 scene and ask pupils to suggest places where the cat
 class move the cat to the spots mentioned by pupils.
 dog could follow the cat and to explain why or why not.
 which place would afford the best protection for the cat.
 by pupils.
 in the flannel board scene.
 a reasonable path which the kitten might follow in try-
 ing.
 which reveal the kitten's movements.

Flannel cut-outs:

- store
- house
- apartment with doors on the front and side
- tree
- car
- kitten
- dog

Flannel board

apartment
 the apartment

sentences using the phrases.
 ideas to help create a story.
 a number representing the order in which his sentence
 to recall where the dog probably was until the cat ran
 attribute to the story by adding the refrain - But the dog
 wherever appropriate. (Whatever idea the pupils give

SKILLS

TEACHING PROCEDURES

Expanding Vocabulary

Begin the story by pretending that the kitten got locked out of his house and was very frightened when he saw a dog.
 Allow the pupils to continue the story by contributing their sentences in the sequence.
 Be sure the remainder of the class remembers to insert the refrain after each child's sentence.
 End the story with a sentence such as: At last the kitten was safe.
 Evaluate the story in terms of whether more interesting words could tell what the kitten did.
 Help pupils during another class period, build a list of substitutes for ran as the following: dashed, scampered, sped, scurried.
 Ask pupils to provide sentences which tell where the kitten ran, but substituting their new words for ran.
 Elicit from pupils the suggestion that he might be substituted sometime for kitten.
 Guide pupils in using words, such as: first, then, next, and finally to add to the sentence beginnings.
 Suggest that everyone might enjoy saying the last sentence in the story.
 Record on tape later experiments in improving the story.
 Permit pupils to select the best version to share with another class.
 Record the pupils' story in a booklet of class stories.
 Ask pupils to illustrate their story.

Using Is and Are Correctly

Use pictures.

Avoiding Omission of the Verb To Be

Show a picture of a little girl going to the store.
 Say in a natural voice with no special stress on the word is - "Mary is going to the store."
 Have pupils tell how many persons the teacher told about.
 Tell pupils that when we talk about one we use the word is.

TEACHING PROCEDURES	MATERIALS
<p>that the kitten got locked out of his house and became a dog. the story by contributing their sentences in the proper e class remembers to insert the refrain decided upon such as: <u>At last the kitten was safe.</u> of whether more interesting words could be used to class period, build a list of substitutes for ran, such <u>scampered, sped, scurried.</u> nces which tell where the kitten ran, but to practice is for <u>ran.</u> estion that <u>he</u> might be substituted sometimes for <u>the</u> such as: <u>first, then, next, and finally</u> to add variety to enjoy saying the last sentence in the story. ents in improving the story. st version to share with another class. ooklet of class stories. story.</p> <p>girl going to the store. th no special stress on the word <u>is</u> - "Mary is going to the persons the teacher told about. alk about <u>one</u> we use the word <u>is.</u></p>	<p>Tape recorder Flannel cut-outs Flannel board Crayons Manila paper Chart paper</p> <p>Pictures with one person or animal engaged in an activity</p> <p>Pictures of two or more engaged in an activity</p>

SKILLS	TEACHING PROCEDURES
<p>Enunciating <u>ing</u> Endings Clearly</p>	<ul style="list-style-type: none"> • Place the picture in the pocket of a chart marked <u>is</u>. Follow the same procedure to help pupils know when to use <u>are</u>. Select another picture. Ask pupils to indicate whether it should go in the pocket marked <u>is</u> or <u>are</u>. Place the picture in the appropriate pocket and ask a pupil to give a sentence sure to use the word decided upon. Display a picture which should be placed in the other pocket. Proceed in a similar manner with this picture. Give each child a picture to use in the same way. Encourage children to listen for <u>is</u> or <u>are</u> and to determine whether the word is correctly used. <p>Use the same technique to help pupils use <u>was</u>, <u>were</u>-<u>has</u>, <u>have</u> etc.</p> <p>Use pictures.</p> <p>Show a picture of a little boy running. Ask: "What is the little boy doing? Where do you think the boy is running? Why do you think he is running?"</p> <p>Ask pupils to listen to the sound at the end of "swing." Suggest that pupils raise their hands if they hear the sound in another word. Say the words <u>run</u>, <u>running</u>. Let pupils clap and say the two syllables in <u>running</u>. Have the children repeat the words:<u>look</u>, <u>looking</u> <u>play</u>, <u>playing</u> <u>eat</u>, <u>eating</u> <u>ride</u>, <u>riding</u></p> <p>Display the five pictures illustrating words practiced. Have pupils tell what is happening in the pictures.</p>

TEACHING PROCEDURES

MATERIALS

et of a chart marked is.
 o help pupils know when to use are.
 her it should go in the pocket marked is or in the pocket
 ropriate pocket and ask a pupil to give a sentence being
 ded upon.
 ld be placed in the other pocket.
 r with this picture.
 use in the same way.
 n for is or are and to determine whether the words were
 elp pupils use was, were-has, have correctly.
 y running.
 doing?
 ne boy is running?
 s running?"
 ound at the end of "swing."
 air hands if they hear the sound in another word.
 wo syllables in running.
 e words:look, looking
 play, playing
 eat, eating
 ride, riding
 ustrating words practiced.
 pening in the pictures.

Pocket chart
 Word cards - is/are

 Pictures:
 boy running
 someone looking at something
 a child playing
 someone eating
 a girl riding a pony

SKILLS	TEACHING PROCEDURES
	<p>Encourage pupils to add their own interpretation by presenting and imitate.</p> <p>Say: "This little girl is riding a pony. She is riding him around the farm. The pony is the little girl's pet."</p> <p>Let pupils act out their stories about the pictures after they have done so. Have the class evaluate how well pupils enunciated the <u>ing</u> sound.</p> <p>Use the Language Master.</p> <ul style="list-style-type: none"> * Draw stick figures illustrative of action words. Say the present progressive form of the action word for each picture and write the sentence using the word. Tape this on cards to be used with the Language Master. Provide opportunity for individual pupil practice with the Language Master.
<p>Giving Directions Accurately Following Directions</p>	<p>Use games.</p> <p>Send one child out of the room. Let another child place an object somewhere in the room. Send for the missing child. Have the first pupil tell <u>where</u> the object is. Help the class evaluate how clearly directions for finding the object were given and how quickly the child followed directions for locating the object.</p>
<p>Using <u>Is</u> and <u>Are</u> Correctly</p>	<p>Follow the procedure suggested above, but place one or several objects in different places where in the room. Tell pupils they must respond "Here it is" if they locate <u>one</u> thing and "They are" if they find more than one thing.</p>

TEACHING PROCEDURES	MATERIALS
<p> their own interpretation by presenting a model for pupils to finding a pony. around the farm. the girl's pet." tries about the pictures after they have told them. how well pupils enunciated the <u>ing</u> sound. </p> <p> tive of action words. the form of the action word for each picture and give a short ed with the Language Master. individual pupil practice with the Language Master. </p> <p> oom. object somewhere in the room. </p> <p> here the object is. how clearly directions for finding the object were given and allowed directions for locating the object. </p> <p> gested above, but place one or several like objects some- pond "Here it is" if they locate <u>one</u> thing and "Here they than one thing. </p>	<p> Language Master Illustrated tapes for the machine </p> <div data-bbox="1076 1420 1267 1589" data-label="Image"> </div> <p> Safe, non-breakable objects avail- able in the classroom </p> <p> Same materials indicated above, but with duplications of some items. </p>

SKILLS	TEACHING PROCEDURES
<p>Reporting</p>	<p>Tell pupils if they neglect to listen carefully or if they use "It" again. must be "It" again. Allow the class to practice applying the correct response before. Let pupils place items around the room. name them, and let them this has been done a number of times for them by the teacher.</p> <p>Use a picture.</p> <p>Show a large picture of a familiar scene. Have children study and give a one-sentence report about the picture. Encourage pupils to use accurate words to identify persons and they tell. Ask questions to help the pupil elaborate on his idea, and class in critical listening to question further. Guide pupils in understanding that using correct names of things said more interesting and meaningful.</p> <p>Use imaginary situations.</p> <p>Review concepts about farm animals, zoo animals, or pets. Display pictures of one of the classifications mentioned. Encourage pupils to study pictures in order to remember a <u>one</u> animal. Remove the pictures, but keep within reach. Ask pupils to pretend to be on the farm, at the zoo, or at home. Suggest that pupils give reports to the class which include: identification of an animal</p>

TEACHING PROCEDURES

MATERIALS

glect to listen carefully or if they use the wrong words they
ice applying the correct response before beginning the game.
around the room. name them, and tell where they are after
number of times for them by the teacher.

a familiar scene.
give a one-sentence report about the things happening in the
e accurate words to identify persons and things about which
the pupil elaborate on his idea, and to set a pattern for the
ening to question further.
standing that using correct names of things helps make what is
ng and meaningful.

farm animals, zoo animals, or pets.
of the classifications mentioned.
study pictures in order to remember something special about
ut keep within reach.
o be on the farm, at the zoo, or at home.
e reports to the class which include:
animal

Large picture related to
safety
construction
recreation
services in the neighborhood

See Ginn Kit
L - (4, 5, 6, 16)

Pictures of farm animals, zoo ani-
mals, or pets
(See pictures published by So-
ciety for Visual Education 1345
Diversey Parkway, Chicago)

SKILLS

TEACHING PROCEDURES

features which distinguish the animal from others as to
 color
 size
 or special physical features - hump, pouch, trunk, mane, webbed feet.
 Ask a child to find the animal described.

Suggest that pupils take an imaginary bus trip to the zoo.
 Ask pupils to close their eyes and "really" picture the animals.
 Ask pupils to tell the name of the animal which they "see" and one interest
 that would help others to recognize the animal.

Set the pattern by saying:

I see the giraffe.

His neck makes him very tall.

Help pupils judge whether their sentences told something different which
 others to distinguish their animal from others at the zoo.

Allow pupils to draw pictures which fit their descriptions of the animals.

Guide pupils, on other occasions, to take imaginary trips to the farm, picnic
 spot, circus, or on a seasonal walk.

Help pupils tell what they see and hear and how they feel.

Guide pupils to open imaginary packages.

Ask them to tell what is in the package, as well as, additional information
color, and when, where, or how they might use the object.

Conversing

TEACHING PROCEDURES

MATERIALS

sh the animal from others as to

ures - hump, pouch, trunk, mane, webbed feet, long ears
ai described.

imaginary bus trip to the zoo.
es and "really" picture the animals.
e of the animal which they "see" and one interesting thing
o recognize the animal.

y tall.
their sentences told something different which would help
ir animal from others at the zoo.
es which fit their descriptions of the animals.

asions, to take imaginary trips to the farm, playground,
n a seasonal walk.
ee and hear and how they feel.

ary packages.
s in the package, as well as, additional information about
or how they might use the object.

SKILLS	TEACHING PROCEDURES
<p>Conversing Enunciating Clearly Thinking Imaginatively</p> <p>Recognizing Contrasting Elements</p>	<p>Use pictures.</p> <p>Display characters, such as <u>goblin</u>, <u>witch</u>, <u>elf</u>, <u>brownie</u>, <u>fairy</u>, <u>queen</u>, <u>king</u>.</p> <p>Ask: "If you could be any one of these characters, which would you be? Why?"</p> <p>Help children enunciate the word <u>because</u> if the need is indicated.</p> <p>Use a story, "Karen's Opposites."</p> <p>Introduce the two little girls in the story to the class. Say: "Here are two children who do many of the things which you do. Show pictures and read the story, "Karen's Opposites." Let children discuss activities and situations pictured in the story. Help pupils understand the contrast in situations. Read the lines emphasizing words which provide the contrast. Allow pupils to recall favorite situations from the story.</p> <p>Place flannel-backed cut-outs representing ideas in the story on the board. Give opposites and have children find the two pictures suggested by the words. Ask pupils to give sentences about the pictures using the opposite words. Help pupils structure a single sentence which incorporates the opposites in their two sentences by giving pupils a pattern to follow.</p>

TEACHING PROCEDURES

MATERIALS

as goblin, witch, elf, brownie, fairy, princess, prince,

one of these characters, which would you choose to be?

word because if the need is indicated.

es."

s in the story to the class.

en who do many of the things which you do."

story, "Karen's Opposites."

ties and situations pictured in the story.

contrast in situations.

words which provide the contrast.

rite situations from the story.

outs representing ideas in the story on the flannel board.

ildren find the two pictures suggested by the words.

es about the pictures using the opposite words.

ingle sentence which incorporates the ideas represented

by giving pupils a pattern to follow.

Pictures of storyland characters:

- goblin
- witch
- elf
- brownie
- fairy
- princess
- prince
- queen
- king

Provensen, A. and M. Karen's Opposites. Golden Press, New York: 1963. (Special Scott, Foresman and Co. Edition for the "Invitations to Personal Reading Program")

Flannel board

Felt-backed cut-outs to show

- | | |
|------------|--------------|
| in/out | awake/asleep |
| up/down | short/tall |
| hot/cold | black/white |
| big/little | left/right |
| old/young | real/pretend |
| happy/sad | shallow/deep |

SKILLS	TEACHING PROCEDURES
<p>Structuring More Difficult Sentences</p>	<p>Example:</p> <p>This toy is in the box. That toy is out of the box. This toy is in the box, <u>but</u> that toy is out of the box.</p> <p>Guide children in listening carefully to ideas which follow it presents a change of thought for which they should Help children consider other instances in which the oppo Remind pupils that things which are opposite are very di Guide pupils in showing the meaning of opposite ideas cr Act out one of the words of a pair of opposites. Give the word. Allow a member of the class to give and demonstrate the</p> <p>Place pictures on the blackboard ledge or in a pocket cha Ask children to study the pictures carefully in order to ideas. Allow children to think of other opposites for which there to aid them.</p>
<p>Developing the Social Courtesies Discussing</p>	<p>Create situations in which to use social courtesies in a natu</p> <p>Show pictures of children in situations which require cou Lead children in a discussion of what is happening in the Ask pupils to suggest polite words to use in handling the</p>

TEACHING PROCEDURES

MATERIALS

that toy is out of the box.

g carefully to ideas which follow the word, but, inasmuch as
 of thought for which they should be alert.
 other instances in which the opposite words are applicable.
 s which are opposite are very different.
 he meaning of opposite ideas creatively.
 of a pair of opposites.

class to give and demonstrate the opposite idea.

blackboard ledge or in a pocket chart.
 he pictures carefully in order to find and tell about opposing
 other opposites for which there are no suggestive pictures

to use social courtesies in a natural way.

in situations which require courteous responses.
 sion of what is happening in the picture.
 ite words to use in handling the situations.

Suggestions of opposites to act out:

in/out	happy/sad
whisper/shout	up/down
left/right	lost/found

Pocket chart

Pictures suggesting contrasting ideas

Pictures of situations which provide opportunity for courteous expression, such as:

- child being introduced to Mother's friend
- boy leaving table before rest of family is finished
- boy at the table asking for butter

SKILLS	TEACHING PROCEDURES
	<p>Encourage the use of such expressions, as:</p> <p>Good morning. Please pass me the _____.</p> <p>How do you do? May I _____.</p> <p>May I be excused? Thank you.</p> <p>Excuse me, please.</p> <p>Permit children to role-play the situations.</p> <p>Present the situation suggested.</p> <p>Ask children what the boy in the situation should do.</p> <p>Suggest that it would be polite for the boy to wait for an opportunity then to ask for permission to leave the table.</p> <p>Suggest that the boy ask, "May I be excused?"</p> <p>Permit children to role-play the situation.</p> <p>Encourage pupils to tell other times when they might wish to leave.</p> <p>Guide pupils in realizing that they might use the expression when asking for permission to leave the room.</p> <p>Show a picture of two children and a broken toy.</p> <p>Allow pupils to discuss how the children were playing and what might have happened.</p> <p>Suggest that the toy could have been broken by the playmate.</p> <p>Encourage the children to tell of similar experiences.</p> <p>Ask pupils how they felt when a toy was broken, and what could be done to prevent it.</p> <p>Ask how pupils feel when they break a toy.</p> <p>Let pupils suggest what a playmate could do and say if he accidentally broke one else's toy.</p> <p>Encourage the playmate to use the words, I'm sorry.</p>

TEACHING PROCEDURES	MATERIALS
<p>expressions, as: Please pass me the _____. May I _____. Thank you.</p> <p>the situations.</p> <p>ted. the situation should do. polite for the boy to wait for an opportunity to speak and on to leave the table. ay I be excused?" y the situation. er times when they might wish to leave a group. hat they might use the expression when asking for per- m.</p> <p>en and a broken toy. the children were playing and what might have happened. ave been broken by the playmate. ell of similar experiences. en a toy was broken, and what could be done about it. ey break a toy. playmate could do and say if he accidentally broke some- use the words, I'm sorry.</p>	<p><u>Pictures, continued</u> girl asking to hold another's pet boy picking up something which another has dropped</p> <p>Picture of a family at dinner</p> <p>Suggested Situation</p> <p>Mother and Father have given their son permission to watch a special television program. It is time for the program, but the family is still chatting at the table. The boy has finished eating and is anx- ious to see the show.</p> <p>Picture of two children and a broken toy</p>

SKILLS	TEACHING PROCEDURES
<p>Answering the Telephone Courteously</p> <p>Conversing</p>	<p>Guide the owner of the toy to respond with words, such as: That's all right. I know you didn't mean to do it. It's too bad, but maybe it can be fixed. Have pupils role-play the situation. Guide pupils in understanding that a friend is more important than a toy.</p> <p>Use practice telephones.</p> <p>Let pupils discuss occasions on which they have been allowed to use the telephone.</p> <p>Guide pupils in understanding the importance of making their telephone calls polite.</p> <p>Help pupils understand the value of giving their names when answering the telephone or making the call.</p> <p>Pretend to call a child's home.</p> <p>Encourage the pupil to identify himself by saying, "Hello, this is _____."</p> <p>Give numerous pupils an opportunity to practice answering the telephone.</p> <p>Provide situations, as pupils are ready, in which they answer the telephone when:</p> <ul style="list-style-type: none"> it is for someone else in the house. it is for someone who is busy and cannot come to the telephone. it is for someone who is not at home. the caller has the wrong number. <p>Guide pupils in the use of expressions, such as:</p> <ul style="list-style-type: none"> Just a minute, please. Yes, you may. I'll get him. I'm sorry, _____ can't come to the telephone now. Will you call back later? May I take a message? I'm sorry, _____ is not at home. <p>Guide pupils in understanding the value of going for a person receiving a telephone call and of calling for the person from the telephone.</p>

TEACHING PROCEDURES

MATERIALS

er of the toy to respond with words, such as:
right.
didn't mean to do it.
but maybe it can be fixed.
le-play the situation.
n understanding that a friend is more important than a toy.

Phones.

Discuss occasions on which they have been allowed to answer the tele-
in understanding the importance of making their voices friendly and
nderstand the value of giving their names when answering the telephone
he call.
l a child's home.
pupil to identify himself by saying, "Hello, this is John Brown."
pupils an opportunity to practice answering the telephone in this way.
ions, as pupils are ready, in which they answer the telephone when:
meone else in the house.
meone who is busy and cannot come to the telephone
meone who is not at home
has the wrong number
n the use of expressions, such as:
ute, please.
ay. I'll get him.
_____ can't come to the telephone now.
ll back later?
a message?
_____ is not at home.
n understanding the value of going for a person requested rather than
the person from the telephone.

Two practice telephones

SKILLS	TEACHING PROCEDURES
<p>Responding Appropriately to Telephone Sounds</p>	<p>Introduce pupils to the teletrainer. Help them understand that the equipment will produce the same sounds as telephones in their homes make. Allow pupils to see the control panel and to hear the <u>dialtone</u>, <u>ringing</u>, and <u>busy signal</u>. Guide pupils in distinguishing sounds and in explaining the messages they receive. Provide role-playing situations in which the children must listen for a <u>ringing sound</u>. Remind children to be sure to hang up and wait if they hear a busy signal.</p>
<p>Building Vocabulary Related to the Telephone</p>	<p>Place two telephones before the class. Permit children to talk briefly on the phones just for fun. Suggest that it is always valuable to learn the names of things we use on the telephone. Help pupils identify the <u>receiver</u>, <u>mouthpiece</u>, <u>cradle</u>, <u>dial wheel</u>, and <u>finger stop</u>. Guide pupils in understanding the proper use of each part. Be sure to help pupils understand the importance of holding the receiver <u>away</u> from the mouth. Permit various pupils to name and explain the function of the parts and to demonstrate usage of the parts. Show pupils how to dial the operator. Allow children to demonstrate dialing the operator. Be sure they remember to keep the index finger in the proper space when dialing so it reaches the <u>finger stop</u>.</p>
<p>Reporting by Telephone</p>	<p>Help pupils understand that sometimes we use the telephone in an emergency. Show sketches depicting emergency situations. Have pupils decide on information which would be needed in order to report an emergency.</p>

TEACHING PROCEDURES	MATERIALS
<p>Trainer.</p> <p>The equipment will produce the same sounds that tele- phone make.</p> <p>Control panel and to hear the <u>dialtone</u>, <u>ringing sound</u>, and other sounds and in explaining the messages the sounds give</p> <p>Situations in which the children must listen for a <u>busy signal</u> or a signal to hang up and wait if they hear a busy signal.</p> <p>Discuss with the class.</p> <p>Play on the phones just for fun.</p> <p>Make the children able to learn the names of things we use. <u>Receiver</u>, <u>mouthpiece</u>, <u>cradle</u>, <u>dial wheel</u>, and <u>finger stop</u>. Explain the proper use of each part.</p> <p>Understand the importance of holding the <u>mouthpiece</u> away</p> <p>Name and explain the function of the parts of the telephone and the use of the parts.</p> <p>Identify the operator.</p> <p>Practice dialing the operator.</p> <p>Keep the index finger in the proper space until the finger</p> <p>Explain that sometimes we use the telephone in an <u>emergency</u>. List emergency situations. Give information which would be needed in order to report each.</p>	<p>Teletrainer</p> <p>Cards for the teacher with suggested telephone situations</p> <p>Two practice telephones</p> <p>Sketches to depict: fire someone who is lost</p>

SKILLS

TEACHING PROCEDURES

Provide opportunity for pupils to practice reporting a fire or
 Guide pupils in securing the assistance of the "Operator" in p
 Participate by answering calls to the police or fire depa
 handle this part, also.
 Be sure pupils give address clearly and distinctly.
 Provide a pattern to guide pupils in reporting
who or what was lost
where it was last seen
something about its appearance
 Encourage pupils to create role-playing situations which inco
 calls practiced.



TEACHING PROCEDURES

MATERIALS

pupils to practice reporting a fire or loss.
the assistance of the "Operator" in placing their calls.
ng calls to the police or fire department until pupils can
ress clearly and distinctly.
de pupils in reporting

n
appearance
ate role-playing situations which incorporate the emergency

Teletrainer or two practice phones

Paper hats for policeman and fire-
man



SKILLS	TEACHING PROCEDURES
<p data-bbox="227 1042 626 1102">Developing Skills Useful in Conversation</p> <p data-bbox="227 1242 626 1403">Arousing Sensory Responses Which Stimulate Ideas in Terms of Conversational Directions</p>	<p data-bbox="756 1042 1729 1235">Present a picture with snow on the ground. Ask pupils to look out of their magic windows at the snow. Ask: "How do you think the air outdoors feels?" Show how the thermometer would look. Ask the children to hurry and put on their boots, coats, scarves, mittens.</p> <p data-bbox="756 1242 1729 1507">Permit children to pantomime putting on each item. Invite the class to take a "magic winter outing." Let pupils trudge around the room, follow-the-leader style. Encourage them to lift feet high as though walking through deep snow. Encourage the children to make a soft crunching sound as they step on broken snow. Suggest that pupils discontinue the crunching sound and step in the pattern the person ahead made in the snow.</p> <p data-bbox="756 1514 1729 1779">Have pupils pick up snow. Encourage expressions about how the snow feels. Place pictures of winter activities on the blackboard ledge. Let pupils sit on the "bus"(their chairs) and describe the winter scene. Initiate comments by saying, "Look at the boys sliding down the hill." What are you looking at Mary?" Encourage Mary to create a sight which one might see, or to describe the activities pictured.</p> <p data-bbox="756 1786 1729 1846">Ask Mary to keep the conversation going as she finishes her comment by looking at someone nearby.</p> <p data-bbox="756 1854 1729 1914">Ask each child to use this as his cue to contribute to the conversation. Suggest that it is time to return home.</p> <p data-bbox="756 1921 1729 2066">Let pupils alight from the bus (rise and walk around chairs). Have them stomp gently to remove snow from boots before entering the house. Have pupils remove their "wet boots and heavy clothes." Ask them to indicate how the thermometer in the house would look if it were outside.</p>

TEACHING PROCEDURES

snow on the ground.
 of their magic windows at the snow.
 k the air outdoors feels?"
 eter would look.
 rry and put on their boots, coats, scarves, woolen caps, and
 omime putting on each item.
 a "magic winter outing."
 nd the room, follow-the-leader style.
 feet high as though walking through deep snow.
 n to make a soft crunching sound as they step into the un-
 continue the crunching sound and step into the tracks which
 ade in the snow.
 ow.
 about how the snow feels.
 r activities on the blackboard ledge.
 us"(their chairs) and describe the winter sights.
 saying, "Look at the boys sliding down the hill on their sleds.
 g at Mary?"
 reate a sight which one might see, or to describe one of the
 conversation going as she finishes her comment, by looking
 his as his cue to contribute to the conversation.
 o return home.
 the bus (rise and walk around chairs).
 y to remove snow from boots before entering the house.
 eir "wet boots and heavy clothes."
 how the thermometer in the house would differ from a ther-

MATERIALS

Picture:
 snow on the ground
 Cardboard instruction thermometer

SKILLS

TEACHING PROCEDURES

- * Draw three sets of foot prints — big, medium, small — on the chalkboard. Have pupils tell whose tracks they might be. Suggest that the biggest prints probably belong to the teacher. Suggest that the smallest prints probably belong to the person with the smallest feet. Let pupils locate this person. Guide children in understanding that the other prints could belong to people whose feet are in-between the two sizes. Ask pupils what other kinds of tracks they might find in the snow. Guide pupils in telling of animal tracks, car tracks, sled tracks. Suggest that pupils watch for tracks.

Place various pictures of people engaged in activities characteristic of winter on the chalkboard ledge.

Ask the class to pretend that the pictures have come to life. Ask the children to describe what they "see" and "hear" as they look out the picture windows.

Let pupils pantomime activities seen "through the picture window." Encourage pupils to look and listen on the way to and from school for signs that remind them of the winter season.

Use pictures.

Show pictures of situations familiar to the children.

Encourage pupils to reveal the sensory impressions which the pictures suggest.

Guide pupils in the use of interesting phrases and combinations of words.

Encourage the children to include colorful expressions in sentences. Encourage them to formulate to tell about their experiences during such occasions as

TEACHING PROCEDURES

MATERIALS

ot prints — big, medium, small — on the chalkboard.
 e tracks they might be.
 st prints probably belong to the teacher.
 est prints probably belong to the person with the smallest feet.
 person.
 nderstanding that the other prints could belong to anyone whose
 n the two sizes.
 kinds of tracks they might find in the snow.
 of animal tracks, car tracks, sled tracks.
 tch for tracks.

es of people engaged in activities characteristic of a snowy day
 edge.
 nd that the pictures have come to life.
 describe what they "see" and "hear" as they look through their
 activities seen "through the picture window."
 ook and listen on the way to and from school for things that will
 e winter season.

tions familiar to the children.
 eveal the sensory impressions which the pictures bring to mind.
 e of interesting phrases and combinations of words.
 en to include colorful expressions in sentences which they
 bout their experiences during such occasions as those pictured.

Pictures of people engaged in snowy
 day activities:
 child pulling someone on sled
 snow battle
 someone shovelling snow
 children skating on an icy
 spot

Pictures for everyday experiences:
 running for shelter on a stormy,
 summer day
 receiving mail
 shopping with Mother
 watching a parade
 enjoying a water hydrant shower
 having a picnic

SKILLS	TEACHING PROCEDURES
<p>Becoming Attuned to Correct Usage of the Third Person Singular</p>	<p>Evaluate in terms of good sentences and interesting word experiences and emotional reactions.</p> <p> Note need for help with correct usage.</p> <p>Use objects.</p> <p>Present a surprise bag. Ask pupils to help unload the bag by naming items as they are placed. Place objects from the bag on a table where pupils can view them. Ask pupils to volunteer if they wish to demonstrate how to use an object. Use the situation to provide pupils with an opportunity to request permission when requesting permission to use something. Tell the class what the child does or pretends to do as he or she uses the object. Joyce <u>jumps</u> rope. Ask the class to tell the sound heard at the end of the word <u>jumps</u> and to write the sound on the Phonovisual Chart. Have the class repeat the sentence being sure to incorporate the sound at the end of the word <u>jumps</u>. Tell pupils that they are to listen for this sound in one word and to write it down. They are to be sure to repeat each sentence justifying the sound they hear. Continue permitting pupils to demonstrate, and present sentences which indicate a readiness to provide sentences independently. Ask: "How many persons did we talk about each time? Did we speak to the person or about him?" Lead children to understand that the special sound which they hear is heard when talking <u>about one person</u> other than ourselves, and when we <u>do</u> something.</p>

TEACHING PROCEDURES

MATERIALS

ms of good sentences and interesting words used to express ex-
d emotional reactions.

r help with correct usage.

ise bag.

ip unload the bag by naming items as they are revealed.

om the bag on a table where pupils can view them easily.

unteer if they wish to demonstrate how to use an item.

on to provide pupils with an opportunity to remember their manners
ing permission to use something.

what the child does or pretends to do as he supplies the action -
rope.

to tell the sound heard at the end of the word jumps and to find that
Phonovisual Chart.

repeat the sentence being sure to incorporate the special sound at the
ord jumps.

at they are to listen for this sound in one word in each sentence given
at they are to be sure to repeat each sentence just as the teacher says

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readiness to provide sentences independently.

ny persons did we talk about each time?

peak to the person or about him?"

to understand that the special sound which they added is used when
at one person other than ourselves, and when we tell what the person

Surprise bag with

rope

ball

toy iron

toy saw

book

pencil

paint brush

ruler

plastic fruit

scrub brush

toy plane

SKILLS	TEACHING PROCEDURES
<p>Practicing Correst Usage of the Third Person Singular</p>	<p>Use pictures.</p> <p>Give each child a picture. Say: "Here are some pictures which show things which ha every day." Set a pattern by showing a picture and saying, "Mary eats every Have pupils form similar sentences. Be sure they use the third person singular.</p> <p>List several action words without variant endings, on the chalkb Give a sentence for each word, but use sentences in which the the special ending studied. Ask pupils to add the needed sound (ending) and to pronounce the</p>
<p>Using <u>Brought</u> Correctly</p>	<p>Use role-playing.</p> <p>Ask pupils to report on different kinds of mail which the pos houses. Allow a pupil to role-play being the postman. Have pupils greet the mailman and ask if he brought mail for the Allow the mailman to choose a letter, postcard, magazine, bill, c ment for pupils. Encourage the postman to greet each neighbor and to give a sente what he <u>brought</u>. Encourage each child in a row (on a street) to tell his neigh mail which he received. Suggest that pupils let their voices indicate whether they are plea Have the rest of the class listen to determine whether the neig show how they feel about the particular piece of mail receive Set a pattern by saying: "Look, the mailman <u>brought</u> me a Mary."</p>

TEACHING PROCEDURES

MATERIALS

picture.
 Some pictures which show things which happen or could happen
 showing a picture and saying, "Mary eats everyday."
 similar sentences.
 the third person singular.
 words without variant endings, on the chalkboard.
 for each word, but use sentences in which the action word requires
 being studied.
 the needed sound (ending) and to pronounce the new word.
 sort on different kinds of mail which the postman brings to their
 role-play being the postman.
 the mailman and ask if he brought mail for them.
 to choose a letter, postcard, magazine, bill, check, or advertise-
 man to greet each neighbor and to give a sentence which indicates
 child in a row (on a street) to tell his neighbor about the kind of
 received.
 let their voices indicate whether they are pleased to get the mail.
 the class listen to determine whether the neighbors say enough to
 feel about the particular piece of mail received.
 saying: "Look, the mailman brought me a postcard from Aunt

Pictures illustrating -

eats sings
 walks reads
 runs writes
 jumps paints
 talks sweeps
 sleeps plays
 colors rides



Children's coloring books
 may be useful.

Hat for the postman
Assortment of envelopes to repre-
sent mail including:

letters
 checks
 bills
 advertisements
 special occasion cards

Post cards
 Magazines (only one or two because
 of the weight)

SKILLS	TEACHING PROCEDURES												
<p>Developing and Using New Spoken Concepts Which Have Been Gained Through First Hand Experience</p>	<p>Use a live rabbit.</p> <p>Encourage pupils to observe carefully the physical features and behavior. Schedule pupils to care for the rabbit's needs and to hold him for short periods.</p> <p>Group pupils around the rabbit and the blackboard to compose and write phrases which characterize the animal's appearance, movements, and sounds.</p> <p>Help pupils to organize their thinking by asking questions, such as:</p> <ul style="list-style-type: none"> How does the rabbit look? (ears, eyes, legs, feet, tail) How is his body covered? How does he feel? How does he move? Which parts of the rabbit move? How does the rabbit act or behave? <p>Record questions on chart paper or on the board.</p> <p>Help pupils express accurately their observation of the rabbit.</p> <p>List their responses under each question.</p> <p>Example:</p> <p style="padding-left: 40px;">The rabbit looks -</p> <p style="padding-left: 80px;">friendly, quivery, fluffy</p> <p style="padding-left: 80px;">shy, wide awake, sleepy</p> <p style="padding-left: 40px;">The rabbit has -</p> <p style="padding-left: 80px;">long ears, floppy ears, silky ears, thin-skinned ears</p> <p>Use the rabbit to clarify concepts as long-eared and padded feet.</p> <p>Build a list of descriptive words from the discussion.</p> <p style="text-align: center;"><u>Suggested Word List</u></p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 33%;"><u>Touch</u></th> <th style="text-align: left; width: 33%;"><u>Sound</u></th> <th style="text-align: left; width: 33%;"><u>Sight</u></th> </tr> </thead> <tbody> <tr> <td>fluffy</td> <td>silent</td> <td>shy</td> </tr> <tr> <td>soft</td> <td>quiet</td> <td>friendly</td> </tr> <tr> <td>furry</td> <td>noiseless</td> <td>calm</td> </tr> </tbody> </table>	<u>Touch</u>	<u>Sound</u>	<u>Sight</u>	fluffy	silent	shy	soft	quiet	friendly	furry	noiseless	calm
<u>Touch</u>	<u>Sound</u>	<u>Sight</u>											
fluffy	silent	shy											
soft	quiet	friendly											
furry	noiseless	calm											

TEACHING PROCEDURES	MATERIALS								
<p>Observe carefully the physical features and behavior of their pet. Discuss the rabbit's needs and to hold him for <u>short</u> periods.</p> <p>Use the rabbit and the blackboard to compose and record words and phrases to characterize the animal's appearance, movements, feel, and behavior.</p> <p>Encourage their thinking by asking questions, such as: What does it look like? (ears, eyes, legs, feet, tail) How does it move? How does it behave? Record their observations on chart paper or on the board. Discuss their observations of the rabbit. Answer each question.</p> <p>Adjectives: quivery, fluffy States: wide awake, sleepy</p> <p>Adjectives: floppy ears, silky ears, padded ears</p> <p>Use concepts as long-eared and padded feet. Use words from the discussion.</p> <table border="0"> <tr> <td><u>Sound</u></td> <td><u>Sight</u></td> </tr> <tr> <td>silent</td> <td>shy</td> </tr> <tr> <td>quiet</td> <td>friendly</td> </tr> <tr> <td>noiseless</td> <td>calm</td> </tr> </table>	<u>Sound</u>	<u>Sight</u>	silent	shy	quiet	friendly	noiseless	calm	<p>Pet rabbit Rabbit hutch</p> <p>Chart paper Felt pen</p>
<u>Sound</u>	<u>Sight</u>								
silent	shy								
quiet	friendly								
noiseless	calm								

SKILLS

TEACHING PROCEDURES

Touch

smooth
padded
silky (angora)
humped back

Sight

watery-eyed
quivery
sniffy
whiskered
long-eared
pointed-eared
thin-skinned ears
floppy-eared
short-tailed
big-eyed
wide-eyed

hopping
loping

Have the list read and used to build oral descriptive sentences about the
Example: The rabbit is long-eared.

Build this skill of forming hyphenated descriptives by selecting two pu
scription.

Choose a child with long legs and one with short legs.

Ask: "Who is long-legged?
Who is short-legged?"

Lead pupils to reply: "John is long-legged.
Mary is short-legged."

Continue this with other descriptions concerning the children until they
with it.

Apply this form to the description of the rabbit with the children.

Example: The rabbit is fluffv-tailed.
The rabbit is floppy-eared.
The silky-haired rabbit is shy.

Provide an opportunity for many to present ideas.

TEACHING PROCEDURES

MATERIALS

Sight

watery-eyed hopping
 quivery loping
 sniffy
 whiskered
 long-eared
 pointed-eared
 thin-skinned ears
 floppy-eared
 short-tailed
 big-eyed
 wide-eyed

and used to build oral descriptive sentences about the rabbit:
 rabbit is long-eared.
 forming hyphenated descriptives by selecting two pupils for de-
 a long legs and one with short legs.
 -legged?
 rt-legged?"
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 the description of the rabbit with the children.
 rabbit is fluffy-tailed.
 rabbit is floppy-eared.
 silky-haired rabbit is shy.
 unity for many to present ideas.

SKILLS

TEACHING PROCEDURES

Making and Using Labels

Associating Meanings with
Written Symbols

Use a large line drawing of a rabbit.

Place in view a large drawing of a rabbit and the list of descriptive words.
Say: "Today you are going to make labels which describe the parts of the rabbit. Write on your label as neatly as you can and then pin it on the bullet point of the rabbit that you are describing. Then you will pin your label to the part of the rabbit that it tells about."

Demonstrate this for the class.

Say: "Tell us words that describe the rabbit's ears."

Print long-eared on a strip of chart paper.

Show how to trim off the excess length of the paper.

Remind pupils of the need for neatness and accuracy as you make the label.

Allow a child to pin the paper line from the label to the part of the rabbit that it describes.



TEACHING PROCEDURES

MATERIALS

rabbit.

Picture of a rabbit and the list of descriptive words.

Use the picture to make labels which describe the rabbit. You will print the labels on strips of paper as long as you can and then pin it on the bulletin board near the part of the rabbit you are describing. Then you will pin your paper line from the label to the part of the rabbit that it tells about."

Class.

Describe the rabbit's ears."

Use strips of chart paper.

Trim the excess length of the paper.

Work for neatness and accuracy as you pin the label near the part of the rabbit that it describes.

Use the paper line from the label to the part of the rabbit that it

- Picture of a rabbit, large line drawing
- Strips of chart paper
- Large pencils
- Scissors
- Pins
- Strips of colored construction paper or twine



SKILLS	TEACHING PROCEDURES
<p>Enjoying Poetry</p> <p>Critical Listening for Vivid Descriptive Words and Sensory Impressions</p>	<p>Permit each child to select the words he wishes to convert into labels. Have him say his choice and point to the portion of the rabbit that he is describing. Have the materials needed by the children arranged to permit selection. Guide pupils to think of the materials that they need, serve themselves, and use the materials.</p> <p>Give aid to this work period as needed.</p> <p>Use the display for lessons, such as:</p> <p><u>writing poetry</u> - colorful description, sensory expression</p> <p><u>making comparisons</u> -</p> <p>The blanket is as fluffy as a rabbit's fur. My sweater is as soft as a rabbit. This piece of silk is as smooth as a rabbit's ear. The lining of my jacket is as furry as a rabbit. This powder puff is as fluffy as a rabbit's tail.</p> <p><u>written practice</u> -</p> <p>The rabbit's ears are _____.</p> <p>The rabbit is _____-tailed.</p> <p>A rabbit is _____-eyed.</p> <p><u>pantomimes</u> - Use action words, as: loping; hopping</p> <p>Use a poem.</p> <p>Read the poem "Rabbits" by Dorothy Baruch for the class to appreciate. Have pupils compare their descriptive labels with the descriptive words found in the poem.</p> <p>Clarify the meaning of phrases such as:</p> <p>a <u>loose</u> bush something <u>shivering</u> the leaves</p>

TEACHING PROCEDURES

MATERIALS

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 - colorful description, sensory expression

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 is as fluffy as a rabbit's fur.
 is as soft as a rabbit.
 of silk is as smooth as a rabbit's ear.
 of my jacket is as furry as a rabbit.
 r puff is as fluffy as a rabbit's tail.

e -
 ears are _____ .
 s _____ -tailed.
 _____ -eyed.

se action words, as: loping; hopping

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Arbuthnot, May Hill. The Arbuthnot Anthology of Children's Literature. Fair Lawn, New Jersey: Scott, Foresman and Co., 1964. "Rabbits", p. 57.

SKILLS	TEACHING PROCEDURES
<p>Using Descriptive Words</p>	<p>Use language games.</p> <p>Show a large picture of someone who seems to be observing something. Ask pupils what they think the person is viewing. Provide pupils with a category within which to make reasonable guesses. Ask pupils to give two descriptive words when telling about what they are watching.</p> <p>Examples:</p> <p>I think the girl is looking at a white long-eared rabbit. Maybe the girl is watching a funny, waddling duck. Perhaps the girl sees a large, graceful swan gliding across the water.</p> <p>Display a picture in the category indicated. Use it to answer the question of what the person is viewing. Ask the pupil or pupils who guessed correctly to stand or raise their hand.</p> <p>Use pictures.</p>
<p>Developing Skills Useful in Storytelling</p>	<p>Place a picture of an experience familiar to the children on the chalkboard. Ask pupils to help bring the scene to life. Let pupils look at the picture to tell what they see happening. Encourage pupils to use appropriate names for persons, places, objects, and actions. Let pupils suggest what sounds they hear. Encourage children to pretend that they are in the picture. Let pupils discuss how they feel in the pretend situation. Guide pupils in creating a group story.</p>

TEACHING PROCEDURES

MATERIALS

someone who seems to be observing something.
 Think the person is viewing.
 Category within which to make reasonable guesses.
 Two descriptive words when telling about what the person is

 Looking at a white long-eared rabbit.
 Watching a funny, waddling duck.
 Describes a large, graceful swan gliding across the water.

 The category indicated.
 Question of what the person is viewing.
 Those who guessed correctly to stand or raise hands.

 Experience familiar to the children on the chalkboard ledge.
 Bring the scene to life.
 Use the picture to tell what they see happening.
 Give appropriate names for persons, places, or objects.
 Describe the sounds they hear.
 Have them pretend that they are in the picture.
 Describe how they feel in the pretend situation.
 Tell a group story.

Pictures: Sets with
 - someone looking at something
 - object of interest to the one observing

Picture collections of
 pets
 toys
 clothing
 farm animals
 zoo animals
 circus activities
 seasonal pictures

 Picture of a familiar experience

 Tape recorder

 Chart paper
 Felt pen

 Drawing paper
 Crayons



SKILLS	TEACHING PROCEDURES
<p>Using a Trip to the Circus to Stimulate Dramatic Play</p>	<p>Move the story line forward by injecting new points of emphasis. Say: "When I was at _____, I saw I heard I felt _____ .</p> <p>Allow a number of pupils to continue the story in places indicated Let one child tell how he felt. Tape pupils' ideas. Listen to the tape with pupils and help them evaluate their story in ideas belong, whether each child added something new, and naming words were used. Re-play the tape to determine whether any ideas could be placed in a logical manner. Provide numerous experiences of this kind. Record the best stories on chart paper. Let pupils add pictures to the chart which will facilitate their recall.</p> <p>Discuss exciting acts viewed at the circus. Show children circus pictures to further review a trip to the circus. Present cut-outs of performers and let pupils tell about their acts. Help children with the correct names of performers and their equipment. Encourage pupils to pantomime being performers. Play a record with circus music. Help pupils compare the recording with music actually heard at the circus. Replay parts of the circus record. Permit children to tell about the acts which the music suggests. Have groups of children pretend to be the performers. Select the best acts.</p>

TEACHING PROCEDURES	MATERIALS
<p>ed by injecting new points of emphasis. _____, I saw</p> <p>o continue the story in places indicated by dots. elt.</p> <p>ils and help them evaluate their story in terms of whether each child added something new, and whether correct ed.</p> <p>mine whether any ideas could be placed together in a more nces of this kind. chart paper. o the chart which will facilitate their reading of the story.</p> <p>ed at the circus. ures to further review a trip to the circus. mers and let pupils tell about their acts in the show. rect names of performers and their equipment. mime being performers. music. ecording with music actually heard at the circus. record. out the acts which the music suggests. retend to be the performers.</p>	<p><u>Suggested places around which to build an experience story:</u></p> <p>grocery store library farm dentist's office laundromat gasoline station a building site</p> <p>Cut-outs for flannel board (See "Circus". Instructo Products Co., Division of Jacronda Mfg. Co., Philadelphia)</p> <p>Flannel board</p> <p>Circus pictures capturing the cir- cus mood before and during the performance</p> <p><u>Recording:</u> "The Circus Comes to Town." 78 rpm. Young People's Records,</p>

SKILLS

TEACHING PROCEDURES

Developing the Social Cour-
tesies

Let a child represent the ringmaster and announce the number of vendors.
Allow pupils to put on their own circus.

Have children discuss what the vendors sold.
Encourage children to describe products, sounds, and tastes they
bring to mind.

Ask: "What products did the vendors sell?
What sounds did you hear as the vendors moved about?
What words could the vendors use to describe their products?"

"Be" a hot dog vendor.

Walk up and down aisles in the manner of a vendor selling.

Encourage children to call out orders, ask prices, pass money to
the vendor, request desired spread.

* Select vendors to sell hot dogs, ice cream, candy cotton, peanuts.
Use only one vendor at a time.

Encourage each vendor to advertise his product and to serve customers.

Maintain a controlled situation by allowing specific groups to
on the location of the vendor.

Allow vendors and performers to visit another class and present their products.

Be sure the class visited is given instructions about requesting items from
vendors, if the situation evidences a need for control.

Use poetry and dramatic play.

Present a bag containing two pairs of shoes, a pocketbook, a pair of
of gloves.

Allow two girls to reveal contents of the bag.

TEACHING PROCEDURES	MATERIALS
<p>master and announce the numbers. own circus.</p> <p>the vendors sold. describe products, sounds, and tastes which circus vendors vendors sell? hear as the vendors moved about? vendors use to describe their products?"</p> <p>the manner of a vendor selling. out orders, ask prices, pass make-believe money over spread. s, ice cream, candy cotton, peanuts, balloons. e. advertise his product and to serve his customers. on by allowing specific groups to participate depending or. s to visit another class and present a circus show. is given instructions about requesting orders from the evidences a need for control.</p> <p>o pairs of shoes, a pocketbook, a lady's hat, and a pair contents of the bag.</p>	<p><u>Recording:</u> <u>Under the Big Top. "Elephants."</u> "The Juggler." "The Tight Rope Walker." Bowmar Or- chestral Library. #51 Stan- ley Bowmar Co., 1962.</p> <p><u>Bag containing -</u> 2 pairs of ladies' shoes a pocketbook a lady's hat a pair of gloves</p>

SKILLS

TEACHING PROCEDURES

Encourage the class to give suggestions as to how the two girls could use the bag in order to role-play being ladies.
 Ask one girl to select and dress up in things which she might have if she were a lady.
 Permit the other girl to put on the extra pair of shoes.
 Let pupils tell about times when they pretended to be ladies.
 Help the class create brief situations, suggested by the dress of the two girls, in which the girls can role-play.
 Have children assume comfortable listening positions.
 Read the poem, "Someone Is Knocking."
 Use the accompanying fingerplay suggestions.
 Ask: "Who were the children in the poem pretending to be?
 Who was the lady who came to visit?"
 Repeat the poem allowing the pupils to join in the fingerplay activity.

Say the poem "Someone Is Knocking" on numerous occasions until pupils can recite it easily.
 Provide pupils with a good voice pattern reflecting the graciousness of the lady.
 Place a chair in front of the room.
 Have two girls dress up like ladies.
 Let them pantomime the activity suggested by the poem while the class listens.
 Change the lining in the hat and shoes and allow other girls to pantomime the activity.
 Evaluate the extent to which the class imitated the friendly tone and manner suggested by the poem.
 Evaluate the extent to which those who pantomimed listened carefully and responded to the situation convincingly.

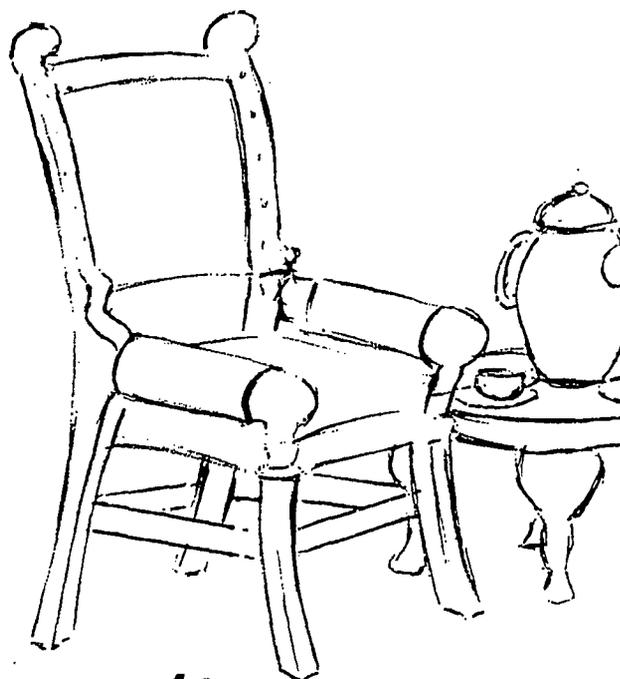
TEACHING PROCEDURES

MATERIALS

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 e hat and shoes and allow other girls to pantomime similarly.
 which the class imitated the friendly tone and manner sug-
 which those who pantomimed listened carefully and portrayed
 ingly.

Materials suggested for lesson
 above
 (Omit book.)
 Chair
 Tea set



430

SKILLS

TEACHING PROCEDURES

Ask pupils to tell how they would respond if someone said:

Good morning.

Won't you sit down?

Discuss with pupils polite things to say when leaving.

Guide pupils in understanding that the person who comes to visit us is our guest.

Help pupils understand that a lady is called a hostess when she helps to make a guest or visitor feel at home.

Tell pupils that a gentleman is called a host.

Have all pupils who could be hostesses stand.

Ask all who could be hosts to stand.

Have all who could be guests stand.

Suggest that today pupils might enjoy making believe that they are guests.

Pretend to be the hostess.

Shake hands with one child and say:

"Good morning, Mrs. or Mr. _____." (Use last name of the pupil.)

Have that child and the rest of the class respond, "Good morning, Mrs. _____"

Say: "Won't you have a seat?" or "Won't you sit down?" or "Please have a seat."

Allow the pupil to sit in the chair as she and the class respond, "Yes, thank you."

Offer the guest a cup of tea.

Encourage the guest to give an individual gracious response.

Ask the pupils to pretend that it is time to go.

Encourage the "guest" to tell how much she has enjoyed herself.

Respond: "Please come back again soon, Mrs. _____."

Repeat the role-playing situation with other children.

Vary the wording so that pupils will do the same when they are ready to role-play being host or hostess, and guest.

ING PROCEDURES

MATERIALS

Respond if someone said:

say when leaving.

The person who comes to visit us is our guest.
She is called a hostess when she helps to make her

ed a host.
ses stand.

by making believe that they are guests.

_____." (Use last name of the pupil.)
class respond, "Good morning, Mrs. _____."
"Won't you sit down?" or "Please have a chair."
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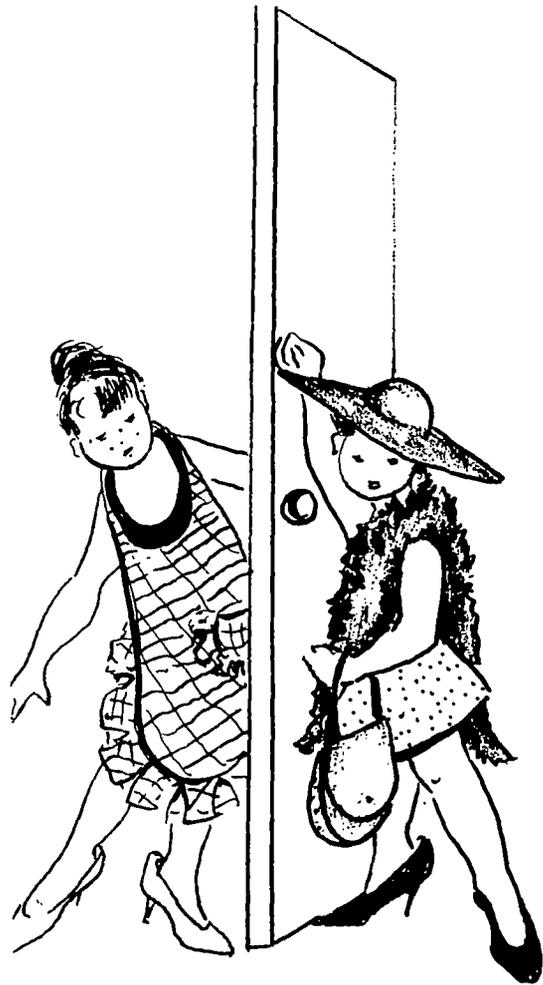
much she has enjoyed herself.

in soon, Mrs. _____."

with other children.

will do the same when they are ready to role-play
st.

Chair
Tea set



SKILLS

TEACHING PROCEDURES

Ask pupils to pretend that -
 They have been given permission to open the door.
 Their teacher has come to visit Mother.

Ask pupils to tell how they could be good hosts or hostesses.

Guide pupils in -
 remembering to greet a visitor in a friendly manner
 offering a seat
 excusing themselves while going to get Mother.

Permit several children to role-play themselves in the situation.
 Encourage pupils to keep the conversation going but to allow the guests to talk also.

Guide the class in listening for friendly voice quality and polite words from the host or hostess.

Show the class a party hat.
 Permit informal discussion of parties which the children have attended.
 Help children understand that both the host or hostess and the guests should make the party a good one.

The host greets and takes them to join the others.
 The guests participate in the party activities.
 The guests remember to thank the host and tell him how much they enjoyed themselves.

Allow a committee to plan and give a party for the rest of the class during the noon milk lunch period.

TEACHING PROCEDURES

MATERIALS

permission to open the door.
to visit Mother.
could be good hosts or hostesses.
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and give a party for the rest of the class during an after-

Chair

Party hat

CONTENT
Page 191–Page 208

Level I: Writing Skills

Level I: Writing Skills

Page	
	<u>Formulating Ideas for Writing</u>
191	Pictures, photographs or self-portraits
	<u>Dictating Ideas to be Recorded</u>
191	Teacher as recorder
192	Experience chart based on a walk in the neighborhood
	<u>Organizing Ideas for Writing</u>
192	Experience chart based upon a walk in the neighborhood
192	Title topic sentence
193	Main idea using story sequence pictures
194	Sequence of ideas
207	A flannel board activity for developing independence in writing
	<u>Building A Writing Dictionary and Picture Dictionary</u>
194	Words for original stories
195	A picture dictionary
197	Phrase pages
	<u>Using Punctuation</u>
	Recorded dictation Addressing envelopes
	<u>Proofreading</u>
	Pupil dictation Words and phrases dictionary A friendly letter
	<u>Writing Letters</u>
	A poem — subject of Reasons for Friendly letters Invitations
	<u>Addressing Envelopes</u>
	A large model study related

CONTENT
Page 191–Page 208

Level I: Writing Skills

Page		Page
	<u>Using Punctuation and Capitalization</u>	
..... 191	Recorded ideas from dictation	191-192
	Addressing an envelope	202-203
	<u>Proofreading</u>	
..... 191	Pupil dictated stories	194
..... 192	Words and pictures for a picture dictionary	196
	A friendly letter	199
	<u>Writing Letters</u>	
..... 192	A poem — "Mail", to introduce the subject of letter writing	197
..... 192	Reasons for writing letters	198
..... 193	Friendly letters	199-200
..... 194	Invitations and thank-you letters	201
..... 207		
	<u>Addressing Envelopes</u>	
..... 194	A large model envelope to guide study related to mechanics	202-203
..... 195		
..... 197		

Level I: Writing Skills

	Page
<u>Organizing A Class Newspaper</u>	
Week-end experiences of children of things they saw, did or heard	204
<u>Writing Poems</u>	
Seasonal poems	205
<u>Beginning Biographical Sketches</u>	
Pupils' photographs or self-portraits	206
<u>Structuring Sentences</u>	
A flannel board activity for independence in writing sentences	207
Variety in sentences	208
Prepositional phrases	208

WRITING		Stimulate Interest In Expressing Ideas In Writing
SKILLS	TEACHING PROCEDURES	
Formulating Ideas for Writing	<p>Use photographs or self-portraits of the pupils.</p> <p>Bring the class together to share pictures or photographs of themselves. Tell them to think of <u>one</u> idea to say about themselves. Explain the job of a recording secretary to the class and the fact that they will be their secretary for today. Allow a few minutes for members of the class to organize their thoughts and recorded.</p> <p>Encourage pupils to begin sentences in a variety of ways, such as:</p> <p style="padding-left: 2em;">I am wearing a new dress. The toy in my picture is my favorite one. Here I am. My name is John R. Green. I like to hear stories.</p> <p>Allow the pupils to watch you record these sentences. Comment upon the punctuation and capitalization as you write. Permit pupils to participate in the entire recording process by repeating the words which are being recorded. Help them to develop the "thoughts to writing" skill.</p> <p>Ask: "What's the next word? Do I need a capital letter here? Did I capitalize the proper words? Do you see anything that I forgot?" (perhaps a period)</p> <p>Give each child his own story to take to his seat, after he reads it. Have him write his own name below the sentence and fasten the story to a large sheet of paper for inclusion in a class booklet. Advise him to use his desk name card as a guide as he writes his story. Encourage those pupils who are able to copy the entire sentence</p>	
Dictating Ideas to be Recorded		
Copying Written Ideas		

Stimulate Interest In Expressing Ideas In Writing

WRITING

TEACHING PROCEDURES

MATERIALS

Self-portraits of the pupils.
Allow pupils to share pictures or photographs of themselves.
Encourage the idea to say about themselves.
Assign a recording secretary to the class and the fact that you are going to record today.
Ask for members of the class to organize their ideas to be spoken.
Begin sentences in a variety of ways, such as:
My address is...
My favorite one is...
My name is Green.
My address is...
Which you record these sentences.
Check punctuation and capitalization as you write.
Participate in the entire recording process by recalling the order of words being recorded.
Check the "thoughts to writing" skill.
What word?
What capital letter here?
Are the proper words?
Is there anything that I forgot?" (perhaps a period)
Read the story to take to his seat, after he reads it.
Write your own name below the sentence and fasten the picture and the sheet of paper for inclusion in a class booklet.
Use a desk name card as a guide as he writes his name.
Ask for pupils who are able to copy the entire sentence on pencil paper #1.

Self-portraits or photographs of each child
Lined chart paper
Felt pen
Pencils
Pencil paper #1

SKILLS	TEACHING PROCEDURES
Recording a Dictated Experience Chart	<p>Use the experiences from a walk.</p> <p>Have the pupils close their eyes and visualize interesting things during the walk.</p> <p>Initiate a discussion of impressions gathered by the pupils from the walk. Keep the discussion brisk and lively.</p> <p>Guide pupils in making a chart record of their walk.</p> <p><u>Permit them to decide</u> whether the chart should be a story or a list of things that they saw.</p>
Organizing Ideas for Writing	<p>Have them state the main purpose of the chart.</p> <p>Example: To tell the signs of fall</p> <p style="padding-left: 40px;">To record activities of the neighborhood</p> <p style="padding-left: 40px;">To tell the kinds of homes near their school</p> <p>Ask the pupils to suggest a title and an interesting opening sentence.</p> <p>Ask: "About what is our chart to be?" (Their response could be: "How should we begin our chart so that everyone who reads it will know what the chart is all about?")</p>
Selecting a Title and a Topic Sentence	<p>Example: We went for a walk.</p> <p style="padding-left: 40px;">We walked around our school block.</p> <p>Record the pupils' contributions which express the feelings and interest of the group.</p> <p>Include the ideas of the shy child as often as possible and try to make them distinctive.</p> <p>Record the rough draft of the chart on the blackboard.</p> <p>Edit the preliminary draft with the children.</p> <p>Record the final draft on a large piece of newsprint or tag-board.</p> <p>Provide each child with a piece of pencil paper #1, large enough for a 3rd grade.</p> <p>Include, later, the day, month, date, and year in his assignment.</p> <p>Provide pencils.</p>

TEACHING PROCEDURES

MATERIALS

s from a walk.

s close their eyes and visualize interesting things they saw or heard walk.

ession of impressions gathered by the pupils from the walk.

ession brisk and lively.

making a chart record of their walk.

to decide whether the chart should be a story or a list of the things w.

e the main purpose of the chart.

To tell the signs of fall

To record activities of the neighborhood

To tell the kinds of homes near their school

to suggest a title and an interesting opening sentence.

hat is our chart to be?" (Their response could be the title.)

ould we begin our chart so that everyone who reads our first sentence w what the chart is all about?"

t We went for a walk.

We walked around our school block.

pils' contributions which express the feelings, enthusiasm, and in- e group.

as of the shy child as often as possible and those that are unique or

gh draft of the chart on the blackboard.

inary draft with the children.

al draft on a large piece of newsprint or tag-board with a felt pen.

child with a piece of pencil paper #1, large enough for his name and

the day, month, date, and year in his assignment.

s.

Name card for each child
 Chart paper
 Felt pen
 Pencils
 Drawing paper
 Crayons
 Pencil paper #1

SKILLS

TEACHING PROCEDURES

Selecting the Main Idea in Preparation for Independent Writing

Have each child follow the pattern of his desk name card and write he can put it on the back of the picture he is going to draw to illustrate the story.

Use the pictures to illustrate the story when it is displayed.

Use story sequence pictures.

Select three pictures with very few details that relate a story, such as
 a black cat walking
 a black cat drinking milk from a bowl
 a sleeping, black cat beside an empty bowl

Display the first picture and place a piece of chart paper under it. Motivate pupils to want to be story-tellers, writers - authors. Remind them of the enjoyment they receive from hearing and "reading" to their readers.

Help pupils discover how wonderful it is to think of a story and that other people may enjoy reading it.

Focus attention upon the first picture and ask the pupils to tell what is happening in the picture.

Avoid asking pupils to tell what they see as this limits the use of their imagination. Guide them to suggest the size, color, and even a name for the cat.

Ask key questions, such as:

Where do you think the cat is going? Why?

How do you think he feels?

When do you think he went walking?

Help the children build one complete sentence about the picture with answers to two of the guiding questions.

Example - Picture One:

A black cat went for a walk.

One morning a hungry cat went for a walk.

Timothy Cat was very hungry as he walked along one day.

Record these sentences on the blackboard.

TEACHING PROCEDURES

MATERIALS

follow the pattern of his desk name card and write his name so that it is on the back of the picture he is going to draw to illustrate the chart.

ask the pupils to illustrate the story when it is displayed.

Use the following pictures.

Use pictures with very few details that relate a story, such as:

- A cat walking
- A cat drinking milk from a bowl
- A black cat beside an empty bowl

Place a picture on the blackboard and place a piece of chart paper under it.

Encourage the pupils to want to be story-tellers, writers - authors.

Discuss the enjoyment they receive from hearing and "reading" stories in class.

Encourage the pupils to discover how wonderful it is to think of a story and then write it so that they may enjoy reading it.

Begin with the first picture and ask the pupils to tell what they think is going on in the picture.

Encourage the pupils to tell what they see as this limits the use of their imaginations.

Encourage the pupils to suggest the size, color, and even a name for the cat as they talk.

Ask the pupils questions, such as:

- Do you think the cat is going? Why?
- How do you think he feels?
- Where do you think he went walking?

Encourage the pupils to build one complete sentence about the picture which would include two of the guiding questions.

Example - Picture One:

Black cat went for a walk.

One morning a hungry cat went for a walk.

Moathy Cat was very hungry as he walked along one day.

Write the sentences on the blackboard.

Pictures - three large pictures which tell a simple story

Chart paper
Felt pen
Pencil paper #1
Pencils

SKILLS	TEACHING PROCEDURES
<p>Building A Writing Dictionary</p>	<p>Draw attention to capitalization and punctuation of the sentences on the board. Invite pupils to <u>proofread</u> the sentences and explain that they read their stories after they write them as writers do. Have pupils tell the words that they would like to have listed on them write their stories. Example: went day walking along hungry walked morning Timothy Tom cat</p> <p>Allow pupils to read and become familiar with the dictionary. Advise them to use it when they need help with spelling.</p>
<p>Developing Sequence in Independent Writing</p>	<p>For initial and early story writing experiences the lesson may pupils writing one sentence about the first picture. Other lesson with the discussion of the two remaining pictures after may write three sentences.</p> <p>Continue this procedure for the remaining pictures guiding the "story" which has a beginning- sentence 1, a middle- sentence 3.</p> <p>Remove from the blackboard all sentences that were dictated by the Leave the picture dictionaries and the pictures in view of the class. Number the pictures 1, 2, and 3.</p> <ul style="list-style-type: none"> • Instruct the pupils to write one sentence about each picture starting number one, then picture two, and last picture three. <p>Provide pencil paper and pencils.</p>

TEACHING PROCEDURES

MATERIALS

capitalization and punctuation of the sentences as they are written
 proofread the sentences and explain that they are going to proof-
 es after they write them as writers do.
 he words that they would like to have listed on chart paper to help
 r stories.

day walking
 hungry walked
 Timothy

ad and become familiar with the dictionary.
 e it when they need help with spelling.

early story writing experiences the lesson may end here with the
 g one sentence about the first picture. Otherwise, continue the
 e discussion of the two remaining pictures after which the pupils
 ee sentences.

cedure for the remaining pictures guiding the pupils in building a
 has a beginning- sentence 1, a middle- sentence 2, and an end-

blackboard all sentences that were dictated by the group.
 dictionaries and the pictures in view of the class.

es 1, 2, and 3.

is to write one sentence about each picture starting with picture
 en picture two, and last picture three.

per and pencils.

SKILLS

TEACHING PROCEDURES

Organizing and Creating a
Class Picture Dictionary

Circulate very quietly among the pupils after they have settled down.
Give help to those who request it and to those who seem to be having
trouble. Avoid confusing those pupils involved in concentrated thought with
having real difficulties.

Group papers at the end of the writing session according to similar
problems.

Use the opaque projector to point out types of mistakes.

- * Follow-up individual writing with periods in which small groups
correct their own stories with the teacher.

Provide numerous occasions during which the class may share and
complete stories.

Use a large picture dictionary.

Introduce pupils to a large, colorful picture dictionary.

Draw attention to the contents and stimulate interest through thought

Allow exploration and discussion of the format of the contents of the

Direct attention to the manner in which the words and pictures are
grouped as foods, people, animals, and clothes.

Guide discussion to help pupils formulate a definition of a picture dictionary

Encourage expressions concerning the function and value of such a
dictionary of words and pictures.

Elicit pupils' opinions as to their need for making such an aid
for self-help as they write.

Plan with the children the words to be included, such as:

Action Words (Doing Words)

working	coming	hopping
standing	swinging	playing
cutting	pasting	running

TEACHING PROCEDURES

MATERIALS

quietly among the pupils after they have settled down to write.
 to those who request it and to those who seem to be having difficulty.
 those pupils involved in concentrated thought with those who are
 difficulties.

at the end of the writing session according to similarities of writing
 projector to point out types of mistakes.
 individual writing with periods in which small groups read, edit, and
 own stories with the teacher.
 on occasions during which the class may share and enjoy the com-

dictionary.

to a large, colorful picture dictionary.
 to the contents and stimulate interest through thoughtful questioning.
 and discussion of the format of the contents of the dictionary.
 to the manner in which the words and pictures are classified and
 words, people, animals, and clothes.
 to help pupils formulate a definition of a picture dictionary.
 sessions concerning the function and value of such a collection of
 pictures.

opinions as to their need for making such an aid to use, especially
 as they write.

children the words to be included, such as:

(Doing Words)

coming	hopping
swinging	playing
pasting	running

Opaque projector

Picture dictionary, large and color-
 ful

or

Opaque projector and small picture
 dictionary

Newsprint with 2" margin on the
 left and 1" margin on the right

Manila art paper

Crayons

Pencil paper #1

Pencils

Paste

Scissors

Loose-leaf rings

SKILLS

TEACHING PROCEDURES

helping	throwing	swimming
catching	riding	galloping
writing	dancing	marching
drawing	kicking	skating
walking	eating	sleeping
going	sitting	looking
jumping	reading	clapping

Proofreading and Editing
of Written Materials

Compose word lists cooperatively with the pupils including words which are related to their experiences and areas of study.
Write the words on the board as pupils suggest them.
Invite the children to select a word which they would like to illustrate with their contribution to the dictionary.
Select upon recommendation of the class two committees, a proofreading committee and an arrangement staff.
Have the proofreading committee proofread all labels and edit all pages which they are submitted to the arrangement committee.
Instruct the arrangement committee to arrange and paste the pictures on the large, unfastened sheets of newsprint paper.
Provide the class with uniformly sized pieces of manila art paper and pencil paper #1.
Ask pupils to make simple and clear pictures for their words.
Encourage each child to evaluate his own work for accuracy and neatness before submitting it to the committees.
Give the two committees their detailed instructions concerning the procedure of their activities as soon as the class begins to work.
Provide the arrangement committee with large, loose sheets of paper with marginal lines drawn 2" from the left edge of the page and 1" from the top and bottom of the page.
Caution the committee to keep all labels and pictures out of the margins.
Compile and have pupils number the completed pages which may be added in a manner which will allow the addition of more pages later.

Following Directions

TEACHING PROCEDURES

MATERIALS

swimming
 galloping
 marching
 skating
 sleeping
 looking
 clapping

actively with the pupils including words which are closely
 ces and areas of study.
 d as pupils suggest them.
 et a word which they would like to illustrate and label as
 dictionery.
 on of the class two committees, a proof-reading and
 mittee proofread all labels and edit all pictures before
 e arrangement committee.
 ommittee to arrange and paste the pictures and labels on
 eets of newsprint paper.
 niformly sized pieces of manila art paper, crayons, and
 and clear pictures for their words.
 evaluate his own work for accuracy and neatness before
 mittees.
 heir detailed instructions concerning the procedures for
 as the class begins to work.
 committee with large, loose sheets of newsprint with
 from the left edge of the page and 1" from the right edge
 eep all labels and pictures out of the margins.
 umber the completed pages which may be fastened in a
 y the addition of more pages later.

SKILLS

TEACHING PROCEDURES

Discovering the Need for Letter Writing

Add a phrase page to the dictionary.

List phrases such as:

I am	Here are	I can	This is
We enjoy	These are	Can you	We are
		I want	

Allow pupils to read, use, and enjoy their product as long as they



Do not save the picture dictionary for the next year's class needs, and activities are constantly changing.

Use a poem.

Display three large, felt-backed cut-outs of a letter and two other

Example: cup, letter, tree

Place the three cut-outs on the felt board and direct the pupils' at

Say: "My poem for you is about one of these cut-outs. I wonder which one it will be?"



If time permits, allow pupils to use phrases which express their guess which object it could be.

Example:

The poem may be about the tree.

Maybe it's about the cup.

I think it may be about the letter.

The teacher's response to these could be:

Perhaps it is.

Perhaps you're right.

Recite the poem while the class listens.

Have pupils identify and select the correct picture.

Remove the other cut-outs from view.

TEACHING PROCEDURES

MATERIALS

to the dictionary.

as:
 Here are I can This is
 These are Can you We are
 I want

and, use, and enjoy their product as long as they have need for it.

the picture dictionary for the next year's class because interests, activities are constantly changing.

the, felt-backed cut-outs of a letter and two other objects.

letter, tree
 cut-outs on the felt board and direct the pupils' attention to them.
 for you is about one of these cut-outs. I wonder which one it will

its, allow pupils to use phrases which express tentativeness to object it could be.

may be about the tree.
 about the cup.
 may be about the letter.
 response to these could be:
 is.
 you're right.
 while the class listens.
 identify and select the correct picture.
 cut-outs from view.

Poem:

Field Enterprises Educational Corporation, Childcraft, The How and Why Library. Vol. I, Chicago: 1964. "Mail" p. 217

Cut-outs, felt-backed:

letter and two other subjects

Chart paper
 Felt pen

SKILLS	TEACHING PROCEDURES
<p>Recognizing the Kinds of Letters</p>	<p>Ask: "Why did the child in the poem like to write a letter?" Pinpoint the necessity for writing letters by asking pupils how they "and friends who are not always nearby." Say: "Sometimes we write letters to thank someone for something done for us." Can you think of other reasons for writing letters?" Remind pupils to answer with complete ideas and to begin their words, such as: People write letters to. . . . Direct questions, if necessary, which will elicit responses, such as: People write letters to invite you to a party - invitations share good news - friendly letters, announcements cheer people up - get well greetings make new friends - pen-pal letters (explain) get answers to questions - business letters</p> <p>Ask pupils to think of someone who has done something very nice for Suggestions: a parent who came to school to help the class a helpful student from another class a visitor who shared time and ideas with the class someone who was responsible for a pleasant experience class enjoyed</p> <p>Allow pupils to suggest who the person to receive a <u>thank-y</u> Tell the pupils that you will help them to do it.</p>

TEACHING PROCEDURES

MATERIALS

in the poem like to write a letter?"
 writing letters by asking pupils how they "talk" to relatives
 not always nearby.
 write letters to thank someone for something the person has
 other reasons for writing letters?"
 er with complete ideas and to begin their sentences with
 ple write letters to. . . .
 ssary, which will elicit responses, such as:
 o
 ty - invitations
 friendly letters, announcements
 get well greetings
 - pen-pal letters (explain)
 estions - business letters
 meone who has done something very nice for them.
 e to school to help the class
 from another class
 red time and ideas with the class
 s responsible for a pleasant experience or help which the
 est who the person to receive a thank-you letter will be.
 will help them to do it.

SKILLS	TEACHING PROCEDURES
<p data-bbox="274 1049 683 1117">Learning the Form of a Friendly Letter</p> <p data-bbox="270 1478 602 1514">Proofreading a Letter</p>	<p data-bbox="807 1042 1732 1141">Guide pupils in the proper formation of the letter with question "How shall we begin our letter to Mrs. Smith so that she wrote it?"</p> <p data-bbox="807 1143 1281 1177">Have pupils formulate the date.</p> <p data-bbox="807 1177 1487 1211">Record it in the proper place on chart paper.</p> <p data-bbox="807 1211 1611 1244">Say: "We place the date here when we write a letter.</p> <p data-bbox="907 1244 1732 1278">What could we say to let Mrs. Smith know that we are writing?"</p> <p data-bbox="807 1278 1732 1312">Accept pupils' suggestions, but if necessary, steer them to the proper place.</p> <p data-bbox="807 1312 1350 1346">Say: "We write that <u>greeting</u> here."</p> <p data-bbox="807 1346 1190 1379">Write: Dear Mrs. Smith,</p> <p data-bbox="807 1379 1446 1413">Ask: "Why are we writing to Mrs. Smith?"</p> <p data-bbox="913 1413 1239 1447">How shall we say it?"</p> <p data-bbox="807 1447 1576 1480">Show the pupils where the <u>body</u> or <u>message</u> begins.</p> <p data-bbox="807 1480 1732 1545"><u>Record</u> their many ideas on the <u>blackboard</u> so that they may refer to them before being written in the letter.</p> <p data-bbox="807 1545 1548 1579">Record the amended message on the chart paper.</p> <p data-bbox="807 1579 1732 1613">Continue to explain capitalization and punctuation as they arise.</p> <p data-bbox="807 1613 1407 1647">Continue the proofreading by the pupils.</p> <p data-bbox="807 1647 1732 1680">Explain here that all letters end or close with a word or two.</p> <p data-bbox="857 1680 1003 1714">Sincerely</p> <p data-bbox="857 1714 1034 1748">Your friend</p> <p data-bbox="857 1748 933 1781">Love</p> <p data-bbox="807 1781 1515 1815">Permit pupils to select an appropriate <u>closing</u>.</p> <p data-bbox="807 1815 961 1849">Record it.</p>

SKILLS

TEACHING PROCEDURES

I thank you. Policemen help
 November
Mrs. Dear _____,

 Love,
Mr. Come back soon. Miss B

Allow space for each pupil to place his signature.
 Ask the class to proofread the letter again to make any changes that are needed.
 Help pupils recall the parts of their letter as you point to them.

Parts of a Letter

Heading or date
 Greeting

Body or message
 Closing
 Signature

Keep a model of a simple friendly letter available as a pupil reference whenever there is need for it.

Copy the letter on smaller paper and have each pupil place his signature as fully as possible before it is mailed.

Have the children decide the next step that they need to take in order to write a letter to Mrs. Smith.

Advise them that they will learn to address an envelope at the next language lesson.

TEACHING PROCEDURES

MATERIALS

you. | Policemen help us. |
November , 19_ |
_____, |

Small copy of class letter for individual pupils to sign

Love, |

ck soon. | Miss | Betty

place his signature.
e letter again to make any changes that are necessary.
their letter as you point to them.

- Body or message
- Closing
- Signature

riendly letter available as a pupil reference as long as
paper and have each pupil place his signature as care-
s mailed.
e next step that they need to take in order to get the
urn to address an envelope at the next language period.

I

SKILLS	TEACHING PROCEDURES
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Continue letter writing as situations demand and with the aid of phrase, and word lists, guide pupils toward greater skill and independence.

Encourage the writing and exchanging of letters between pupils by setting up a room post office.

Give pupils additional help in learning to write letters by making letters for completion through cut and paste activities.

November 3,

Dear Mrs. Smith,

We thank you for help.
You were kind to help us at school.
You made us very happy.

Your friend

☆ _____

Extend the development of letter writing skills to include letters, requests for permission to go on trips.

Follow the procedures and format for letter writing as detailed.

TEACHING PROCEDURES

MATERIALS

as situations demand and with the aid of picture dictionaries, lists, guide pupils toward greater skill, individuality, and in- and exchanging of letters between members of the class by post office.

Letter forms, elliptical,
Scissors
Paste
Pencils

help in learning to write letters by making copies of elliptical on through cut and paste activities.

November 3, 19__
Smith,
Thank you for helping us.
Kind to help us at school.
Make us very happy.
Your friends,

★ _____

ent of letter writing skills to include invitations, thank-you or permission to go on trips. and format for letter writing as detailed on page 199.

SKILLS	TEACHING PROCEDURES												
<p>Developing the Mechanics of Addressing an Envelope</p>	<p>Encourage pupils to write invitations to a variety of persons as follow :</p> <table border="0"> <tr> <td style="text-align: center;"><u>Occasions</u></td> <td style="text-align: center;"><u>Persons</u></td> </tr> <tr> <td style="text-align: center;">class projects</td> <td style="text-align: center;">parents</td> </tr> <tr> <td style="text-align: center;">exhibits</td> <td style="text-align: center;">principal and others</td> </tr> <tr> <td style="text-align: center;">trips</td> <td style="text-align: center;">individuals and groups</td> </tr> <tr> <td style="text-align: center;">programs</td> <td style="text-align: center;">persons in the community</td> </tr> <tr> <td style="text-align: center;">parties</td> <td></td> </tr> </table> <p>Reinforce, during each letter writing experience, the pupils structure of a letter: heading (date), greeting, body, closing.</p> <p>Guide pupils in understanding that invitations and letters of permission contain certain specifics, such as:</p> <ul style="list-style-type: none"> the date of the activity the place and time of the activity the purpose of the activity <p>Use a huge envelope made of newsprint.</p> <p>Fasten the large envelope to the blackboard with tape.</p> <p>Explain that this is a model of a smaller envelope, but it is large enough for everyone to see.</p> <p>Allow pupils to explain their need for learning to <u>address an envelope</u>.</p> <p>Ask questions, such as:</p> <ul style="list-style-type: none"> Who is to receive the letter? What should we write to tell the postman where she lives? In what city does Mrs. Smith live? <p>Record the responses to these questions in the proper places on the envelope.</p> <p>Call pupils' attention to the placement of the information as well as to the punctuation and punctuation needed.</p>	<u>Occasions</u>	<u>Persons</u>	class projects	parents	exhibits	principal and others	trips	individuals and groups	programs	persons in the community	parties	
<u>Occasions</u>	<u>Persons</u>												
class projects	parents												
exhibits	principal and others												
trips	individuals and groups												
programs	persons in the community												
parties													

TEACHING PROCEDURES

MATERIALS

Write invitations to a variety of persons and for occasions, as

Persons

- parents
- principal and others on the staff
- individuals and groups
- persons in the community

With a letter writing experience, the pupils' knowledge of the heading (date), greeting, body, closing, and signature.

Understanding that invitations and letters of permission must contain

such as:

- activity
- purpose of the activity
- location of the activity

Use a piece of newsprint.

Attach the envelope to the blackboard with tape.

Use a model of a smaller envelope, but it is large enough for every-

one to practice their need for learning to address an envelope.

Write a letter?

How do you tell the postman where she lives?

Where do the Smiths live?

Answer these questions in the proper places on the large envelope.

Practice the placement of the information as well as to the capitalization needed.

Envelope, large newsprint model

Tape

Felt pen

Postage stamp

Envelope, regulation size

Follow-up sheets of envelopes for children to complete the address and return address

Scissors

Paste

Stamps, simulated for children's practice of placement

SKILLS

TEACHING PROCEDURES

Call the post office, if necessary, to get the correct zip code.
 Explain its purpose.
 Ask: "If our letter can't be delivered for some reason, what could the envelope do so that the postman would bring it back to us?
 Who are we?
 Where are we?"
 Demonstrate the placement and order of the return address on the envelope.
 Show and explain the postage stamp which will be needed to pay for the mail.
 Allow the pupils to tell and show where the stamp should be placed.
 Have pupils proofread and name the address and the return address.
 Make copies of an elliptical address on envelopes for each child to use.

Fairfield School, Room —
 1st and Q streets, N.W.
 Washington, D.C. 2002

_____ Elm Street, N.E.
 Washington, D.C. 20018

 2 1234 Mrs. Jane L. Smith

TEACHING PROCEDURES

MATERIALS

necessary, to get the correct zip code.

be delivered for some reason, what could we write on the
the postman would bring it back to us?

nt and order of the return address on the envelope.
age stamp which will be needed to pay for delivery through

nd show where the stamp should be placed.
nd name the address and the return address.

al address on envelopes for each child to complete, as:

pl, Room ____
eets, N.W.
D.C. 2002

Elm Street, N.E.
ington, D.C. 20018

234 Mrs. Jane L. Smith

SKILLS	TEACHING PROCEDURES						
<p>Composing a Class Newspaper</p>	<p>Use large chart paper.</p> <p>Bring the group together to share their weekend experiences. Ask them to tell of something that <u>they</u> saw, did, or heard. Guide them to tell those experiences that would be of interest to the class being careful to <u>avoid personal family business</u>. Allow pupils to suggest which news items are to be recorded. Help them select timely and interesting news items. Record their selections and explain that those pupils who were not recorded this time may possibly have their news recorded on other papers.</p> <p>Example:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Date</th> <th style="text-align: center;"><u>OUR NEWSPAPER</u></th> <th style="text-align: right;">Grade Room</th> </tr> </thead> <tbody> <tr> <td></td> <td>Mary Jane is at home with a cold. We'll make her a get-well card. Steven walked to the library. Johnny found a turtle in the woods. Helen had fun at her grandmother's house. Billy had a birthday on Saturday. Happy birthday, Billy!</td> <td></td> </tr> </tbody> </table> <p>* Encourage children to make illustrations for their newspaper. Allow pupils to print the newspaper when they have progressed. Display the paper for reading enjoyment but <u>keep only current</u>. Fasten old news sheets into a cover so that pupils may enjoy them.</p>	Date	<u>OUR NEWSPAPER</u>	Grade Room		Mary Jane is at home with a cold. We'll make her a get-well card. Steven walked to the library. Johnny found a turtle in the woods. Helen had fun at her grandmother's house. Billy had a birthday on Saturday. Happy birthday, Billy!	
Date	<u>OUR NEWSPAPER</u>	Grade Room					
	Mary Jane is at home with a cold. We'll make her a get-well card. Steven walked to the library. Johnny found a turtle in the woods. Helen had fun at her grandmother's house. Billy had a birthday on Saturday. Happy birthday, Billy!						

TEACHING PROCEDURES

MATERIALS

together to share their weekend experiences.
 something that they saw, did, or heard during the weekend.
 all those experiences that would be of interest to members of the
 careful to avoid personal family business.
 suggest which news items are to be recorded in their newspaper.
 timely and interesting news items.
 sections and explain that those pupils who did not have their news
 time may possibly have their news recorded in subsequent news-

Large sheets of chart paper
 Felt pen
 Materials for pupil illustrations

OUR NEWSPAPER

Grade
 Room

at home with a cold.
 er a get-well card.
 to the library.
 a turtle in the woods.
 at her grandmother's house.
 irthday on Saturday.
 y, Billy!

en to make illustrations for their newspaper.
 rint the newspaper when they have progressed to that point.
 for reading enjoyment but keep only current news on display.
 sheets into a cover so that pupils may enjoy reading their collection.

SKILLS

TEACHING PROCEDURES

Creating a Seasonal Poem

Begin a poem with words, such as: In the fall, I see _____.

Incorporate ideas which the children have created which describe their impressions - golden leaves; ripe, orange pumpkins; shrubby, colorful flowers.

Give new direction to the poem by saying, In the fall I hear _____.

Include pupils' thoughts which describe sounds heard, as: rustling leaves, crackling fires.

Invite pupils to provide ideas about tastes and smells by using the word like. (Answers might include juicy, red apples; spicy, pumpkin; turkey.)

Review and reword ideas to provide greater sentence variety and imagery.

Record final efforts in some permanent manner for class enjoyment.

Encourage the class to say its poem in unison on numerous occasions.



TEACHING PROCEDURES

MATERIALS

words, such as: In the fall, I see _____ .
which the children have created which describe visual sensory
golden leaves; ripe, orange pumpkins; shiny berries; brightly-
to the poem by saying, In the fall I hear _____ .
sounds which describe sounds heard, as: rustling leaves, crackling
provide ideas about tastes and smells by introducing the words I
might include juicy, red apples; spicy, pumpkin pie; hot roast
ideas to provide greater sentence variety and rhythm.
in some permanent manner for class enjoyment.
to say its poem in unison on numerous occasions.



SKILLS	TEACHING PROCEDURES
<p>Beginning Biographical Sketches</p>	<p>Use pupils' photographs or portraits.</p> <p>Guide pupils to recall the oral biographical sketches which t class. (Refer to page 160)</p> <p>Help them recall the methods of keeping or recording informa class, such as storing it in the mind (memory) and on the tap</p> <p>Say: "We are going to keep a record of information about ourse We'll need pencils, paper, and our photographs. How record information about ourselves today?"</p> <p>"Yes, we'll use photographs and <u>write</u> information about write a book about our class which can be kept and enjoy</p> <p>Provide duplicated work sheets for the pupils which include the tion:</p> <p>My name is _____ . I am _____ years old. I attend _____ School.</p> <p>Give pupils their photographs and a work sheet. Have them read the elliptical sentences and supply the necessary Discuss the need for capitalization of first and last names school.</p> <p>Demonstrate the way to secure invisibly the photographs by placin of pictures and fitting pictures into the designated space on th</p> <p>Encourage the pupils to be neat and accurate. Have children proofread all papers for accuracy and correct cap Guide pupils in pasting these autobiographies on manila art pages Have children count-off and write <u>their</u> number at the bottom designated space. Have the pupils collate their book and suggest an appropriate titl</p>

TEACHING PROCEDURES

MATERIALS

portraits.

the oral biographical sketches which they presented to the
(160)

methods of keeping or recording information gathered by the
it in the mind (memory) and on the tape recorder.
keep a record of information about ourselves in another way.
s, paper, and our photographs. How do you think we will
about ourselves today?

photographs and write information about ourselves. We can
at our class which can be kept and enjoyed for a long time."
sheets for the pupils which include the following informa-

_____ .
s old.
_____ School.

raphs and a work sheet.
tical sentences and supply the necessary words.
capitalization of first and last names and the name of the

secure invisibly the photographs by placing tape on the backs
g pictures into the designated space on their papers.
be neat and accurate.
all papers for accuracy and correct capitalization.
these autobiographies on manila art pages.
f and write their number at the bottom of their page in the
their book and suggest an appropriate title.

Photographs of each pupil
Duplicated work sheets
Pencils
Manila art paper or newsprint
Tape



SKILLS	TEACHING PROCEDURES
<p>Developing Independence in Organizing and Writing Sentences</p>	<p>Use felt objects on the flannel board.</p> <p>Display a red ball on the flannel board. Say: "Can you tell what you see?" Allow many pupils to respond individually to the question sentence sense and word sequence. Have children recite in unison, "I see a red ball." Say: "You know how to write red, see, a, I, and perhaps ball. You're ready to <u>write</u> what you say. Close your eyes and say the sentence again slowly. Imagine that you are writing it as you say it. Which word would you write first? Show us on the blackboard." </p> <p>Allow pupils to print the first word on the blackboard. Accept a capital letter (I) and have pupils explain the reason for it. Continue the discussion of each word in its proper sequence, including, if necessary. Let pupils state the sentence again. Instruct them to write the sentence on their papers just as they say it. Advise pupils to reread their statement after they have finished writing that it has all of the words that it needs to make sense. Invite pupils to participate in writing the sentence on the board. Encourage comments upon capitalization, word sequence, lettering, and punctuation. Guide pupils in finding and correcting <u>their own</u> mistakes by pointing to the word in the sentence and asking: "Does your word look just like this?" Do you have your period here?"</p>  <p>To move slowly and deliberately with the first dictation lesson to build confidence and possibility for success in the initial attempt and to maintain the interest in writing.</p>

TEACHING PROCEDURES

MATERIALS

the flannel board.

all on the flannel board.

ell what you see?"

pils to respond individually to the question in order to develop
se and word sequence.

ocite in unison, "I see a red ball."

ow to write red, see, a, I, and perhaps ball.

eady to write what you say.

ur eyes and say the sentence again slowly.

hat you are writing it as you say it.

ord would you write first? Show us on the blackboard."

print the first word on the blackboard.

letter (I) and have pupils explain the reason for its use.

discussion of each word in its proper sequence, reinforcing the spell-
sary.

the sentence again.

o write the sentence on their papers just as they said it.

o reread their statement after they have finished writing it to be sure
ll of the words that it needs to make sense.

participate in writing the sentence on the board.

ments upon capitalization, word sequence, letter formation, spacing,
ion.

e finding and correcting their own mistakes by pointing to each word
nce and asking:

our word look just like this?

have your period here?"

owly and deliberately with the first dictation lesson enforces pupils'
and possibility for success in the initial attempt, thereby escalating
in writing.

Felt objects:

red ball
red apple
yellow duck
white rabbit
blue star
purple bird
black cat
orange hat
green boat
green tree
brown leaf

Flannel board
Pencils and paper
Labels for pictures

SKILLS	TEACHING PROCEDURES
<p>Developing Variety in Sentence Structure</p>	<p>Continue this procedure and increase the variety of objects and of Example: The duck is yellow. You have a yellow duck. I have a yellow duck. That is a yellow duck. I see a red ball and a yellow duck.</p>
<p>Beginning to Write Compositions</p>	<p>Allow pupils to select and write their own sentences about an object and skill in writing. Provide time for the class to enjoy the writings. Have stories read and compiled for the library.</p>
<p>Incorporating Prepositional Phrases</p>	<p>* Allow children to develop skill in constructing sentences which use phrases. Use the felts suggested in the previous lessons. Place a bird over a tree. Place a brown leaf under a tree. Ask children to write sentences which tell about the bird and leaf. Accept sentences such as: The bird is over the tree. I see a bird over the green tree. There is a red bird over the green tree. A brown leaf is under the tree. The leaf fell under the tree. Encourage individuality and creativity of ideas.</p>

TEACHING PROCEDURES	MATERIALS
<p>and increase the variety of objects and of sentence structure. yellow. yellow duck. low duck. ilow duck. ball and a yellow duck.</p> <p>write their own sentences about an object as they develop</p> <p>to enjoy the writings. piled for the library.</p> <p>skill in constructing sentences which have prepositional</p> <p>the previous lessons.</p> <p>tree. ences which tell about the bird and leaf.</p> <p>ee. reen tree. er the green tree. he tree. tree. d creativity of ideas.</p>	<p>Word cards: over under beside behind in out on</p> <p>Felt objects suggested in previous lesson</p> <p>Flannel board</p>

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